

1981-1982 CATALOGUE ISSUE



# DICKINSON COLLEGE

CARLISLE, PENNSYLVANIA 17013

# Accreditation

The principal accrediting agency for the College is the Middle States Association of Colleges and Secondary Schools. Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, the University of the State of New York, and The American Chemical Society.

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|                                     |   |
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College Phone Number: 717-243-5121

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An issue of the Dickinson College Bulletin (156640) published by Dickinson College, Carlisle, PA 17013 in January, April, August, and September. Second Class Postage paid at Carlisle, PA 17013. POSTMASTER: Send address changes to Dickinson College Bulletin, Dickinson College, Carlisle, PA 17013.



# DICKINSON COLLEGE

**Founded:** 1773, one of the 14 colonial colleges

**Curriculum:** a four-year program of study in the liberal arts. The academic calendar consists of fall and spring semesters and an optional summer term.

**Degrees granted:** Bachelor of Arts, Bachelor of Science

**Major fields of study:** American studies, anthropology, biology, chemistry, computer science, economics, English, fine arts, French, geology, German, Greek, history, international studies, Judaic studies, Latin, mathematics, music, philosophy, physics, policy and management studies, political science, psychology, religion, Russian and soviet area studies, sociology, Spanish, studies in theatre and dramatic literature, Western social and political thought

**Special programs:** comparative civilizations, environmental studies, Italian studies, Latin American studies, military science (ROTC), secondary teaching certification

**Special options:** double majors, self-developed majors, tutorial majors, departmental honors, minor fields of concentration, independent study, independent research, internships, Nisbet scholars program, study-abroad programs, Asian studies, binary engineering, consortium exchange

**Number of faculty:** teaching faculty—114 (90 percent earned Ph.D. or other highest degree); academic support faculty—27

**Student-faculty ratio:** 12:1

**Average class size:** 83 percent of all classes are conducted with 30 or fewer students, and more than half of those contain between five and 15 students. Of the 441 classes offered in the 1981 fall semester, only five had more than 50 students.

**Location:** Carlisle, founded 1756, is a pre-revolutionary town of 20,000 people located in the Cumberland Valley of central Pennsylvania. Interstate highway, rail, and air transportation link all major east-coast cities. Driving times to: Harrisburg, ½ hour; Baltimore, 2 hours; Washington, D.C., 2½ hours; Philadelphia, 2½ hours; Pittsburgh, 4 hours; New York, 4 hours.

**Size of campus:** 55-acre main campus, 65-acre recreation area, and a 3500-acre wildlife sanctuary

**Library facilities:** 312,000 volumes, including 56,000 government documents; 1200 current periodicals; 277,000 sheets of microfiche; 5500 reels of microfilm; 6000 phonodiscs (music recordings)

**Computer facilities:** Digital Equipment Corporation DP 11/70 computer, 22 student terminals, computer program library

**Residence Halls:** 22 facilities housing between five and 195 students. Housing options include male, female, and coed dormitories. Some housing is available for students with special interests such as foreign languages and the arts and for social interest groups.

**Student enrollment:** 1723 on campus plus 160 in various domestic and international study programs. Students come from 33 states, two U.S. territories, and 12 foreign countries.

**Student Financial Aid:** Over half of all students receive financial assistance in some form. Approximately 36 percent receive grant aid from the College.

**College Financial Data:** Physical Plant Value (as of 6/30/80), \$31,431,451; Total Endowment Value (as of 6/30/80), \$19,672,157; Operating Budget for 1980-1981 academic year, \$14,502,640





## HISTORY OF THE COLLEGE

The citizens of frontier Carlisle founded a grammar school in 1773 on land donated by Thomas and John Penn, but classes were temporarily suspended when the first schoolmaster went off to serve at Valley Forge. With an optimism buoyed by colonial independence, Philadelphia physician Benjamin Rush argued that the fledgling grammar school should be transformed into a college that would be "a source of

light and knowledge to the western parts of the United States," to the wilderness lands stretching west from the Susquehanna. John Dickinson, the governor of Pennsylvania and drafter of the Articles of Confederation, was persuaded by this argument, and on September 9, 1783, a charter was approved by the "Representatives of the Freemen of the Commonwealth of Pennsylvania." The new college, founded by Presbyterians but with an independent Board of Trustees, was dedicated to "the instruction of Youth in the learned languages" and in the "useful arts, Sciences, and Literature."

Charles Nisbet, a Calvinist minister from Scotland, was the first Principal of the College. His insistence on rationality and high standards of learning set the tone for Dickinson in its early years, and encouraged the founding of two of the nation's oldest continuing literary societies, the Belles Lettres in 1786 and the Union Philosophical in 1789. Chief Justice Roger Brooke Taney and President James Buchanan were among their early student members. The College's first permanent building, Old West, was completed in 1804. It was designed by Benjamin Latrobe, the architect of the Capitol building in Washington, and was crowned by a weathervane replica of a classical sea deity. This deity was rendered by a local coppersmith in the form of a buxom mermaid which has ever since been one of the distinctive symbols of this otherwise very inland campus.

In the early 19th century the dour traditionalism of President Atwater clashed with the Jeffersonian radicalism of Thomas Cooper, who made it possible for the College to purchase his late friend Joseph Priestley's scientific apparatus. Because of these controversies, Dickinson fell on hard times until 1834 when it came under the sponsorship of Methodists, regaining educational vitality through the leadership of its new president, John Price Durbin. During the Civil War, Dickinson sent her sons to fight on both sides, hopeful "that college loyalties would bind where civil strife separated."



In the years after the war Dickinson leavened its abiding commitment to liberal education with a number of interesting innovations. The College became coeducational in 1884 in response to the courage of its first woman student, Zatae Longsdorf. The law department, inaugurated in 1833, became the Dickinson School of Law in 1890 and, since 1917, independent from the College. Dickinson introduced elective courses for its students, and under President George Reed fashioned for a time a Department of Peace and Public Service. Following World War I James Henry Morgan presided over a new educational experiment which required students to graduate with a major field of concentration as a part of their general baccalaureate.

Since 1960, under the leadership of Presidents Howard Rubendall and Sam Banks, Dickinson College has developed a balanced and diverse curriculum of the liberal arts. Strong disciplinary programs

have cooperated in fostering a range of interdisciplinary and area studies opportunities. This in turn has led to the development of an overseas program in Bologna, Italy, established in 1965, and its counterpart in Medellín, Colombia, created in 1971. The curriculum has been further enriched by such programs as independent study, internships, freshman seminars, and the Nisbet Scholars program.

Dickinson's gray-walled campus has always served as a park and playing field for students, its history punctuated by major fires, by the bivouac of a Confederate Army in 1863, by the parade drill of soldiers in 1917 and in 1942. For a time professors and students cultivated cabbages and onions there. Today classes are often held on the campus grass in spring and summer weather, and there also Commencement ceremonies occur by "the old stone steps" of Old West.





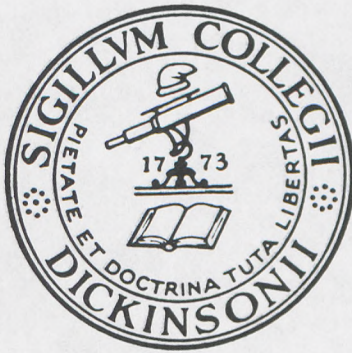




# 1981-1982 BULLETIN

## DICKINSON COLLEGE

Carlisle, Pennsylvania 17013



The distinctive Dickinson College seal was devised and recommended by John Dickinson and Dr. Benjamin Rush at a board of trustees meeting in April, 1784. Rush conceived the symbolic design: a liberty cap above a telescope, which is in turn above an open book; and Dickinson provided the motto: *Pietate et doctrina tuta libertas*. One translation is "Liberty is made safe by piety and learning." A Rush letter to Dickinson in June, 1785 refers to the College as the "bulwark of liberty, religion and learning."



# Using This Catalogue

Welcome to the Dickinson College catalogue. This publication is designed to set forth in detail and as clearly as possible the resources which the College offers to its students. We believe that the catalogue is essential reading because it reveals the philosophy, the programs, and the character of the College and its people. It will help you gain a better understanding of Dickinson by presenting our point of view concerning the importance of the liberal arts in higher education, as well as the programs—academic and residential—that Dickinson has developed. It is a discussion of what we are, what we believe, and what we support.

If you are a prospective applicant to Dickinson, you will want to pay particular attention to the General Information section, where you will learn about the Dickinson educational experience, including the College's commitment to the liberal arts tradition, an overview of our curriculum, and an introduction to our residential environment. Information on admissions, expenses, and financial aid also is found there.

Information that you will need to build a four-year program of study is grouped together under the Academic Program section. The introductory essay describes what it is like to study at Dickinson, the depth, breadth, and flexibility we offer within our liberal arts program. Information on requirements for the degree will show you the shape of your educational experience, while the departmental listings will give you the specific details. Each listing includes names and biographic statements of all members of the faculty as of February 1, 1981, the title and description of all courses, and requirements for a major or minor in each area. You should pay particular attention to the flexibility provided by our special approaches to study and our special programs, including several non traditional options such as independent study and research, internships, special majors, study abroad, and other off-campus study opportunities. There are many cross

references, but if you cannot find a particular program, please refer to the index to see if it is offered under a slightly different name.

The section on Campus Life will give you a feel for what living on campus is like. In addition to extensive faculty advising and pre-professional counseling programs, there is an endless variety of cultural and artistic programs and extracurricular activities. Opportunities for involvement in student government are found here, as well as a description of our campus itself.

A complete list of teaching faculty, academic professionals, and other college personnel is found in the Reference Section. Beginning on page 185 is an index, followed by maps of the campus and of the surrounding area. A college calendar is included at the end.

Further information on programs and options contained in this catalogue, as well as a viewbook and a campus guide, may be obtained from the Office of Admissions. Several brochures are also available containing more detailed information about specific subjects such as financial aid, transfer and minority students, off-campus study, what recent graduates are doing, and individual academic departments. The exact schedule of fall and spring classes is contained in the *Master Schedule of Classes* booklet published by the Registrar's Office prior to the beginning of each semester and distributed to students on campus. The booklet may also be consulted in the Office of Admissions. The summer schedule of courses is given separately in the *Summer School Catalogue* published each spring.

The living-learning experience that Dickinson makes available to its students is impressive. It is based upon the premise that the students will have the initiative to utilize fully the resources provided by the College's programs, its facilities, and—most important—its people.



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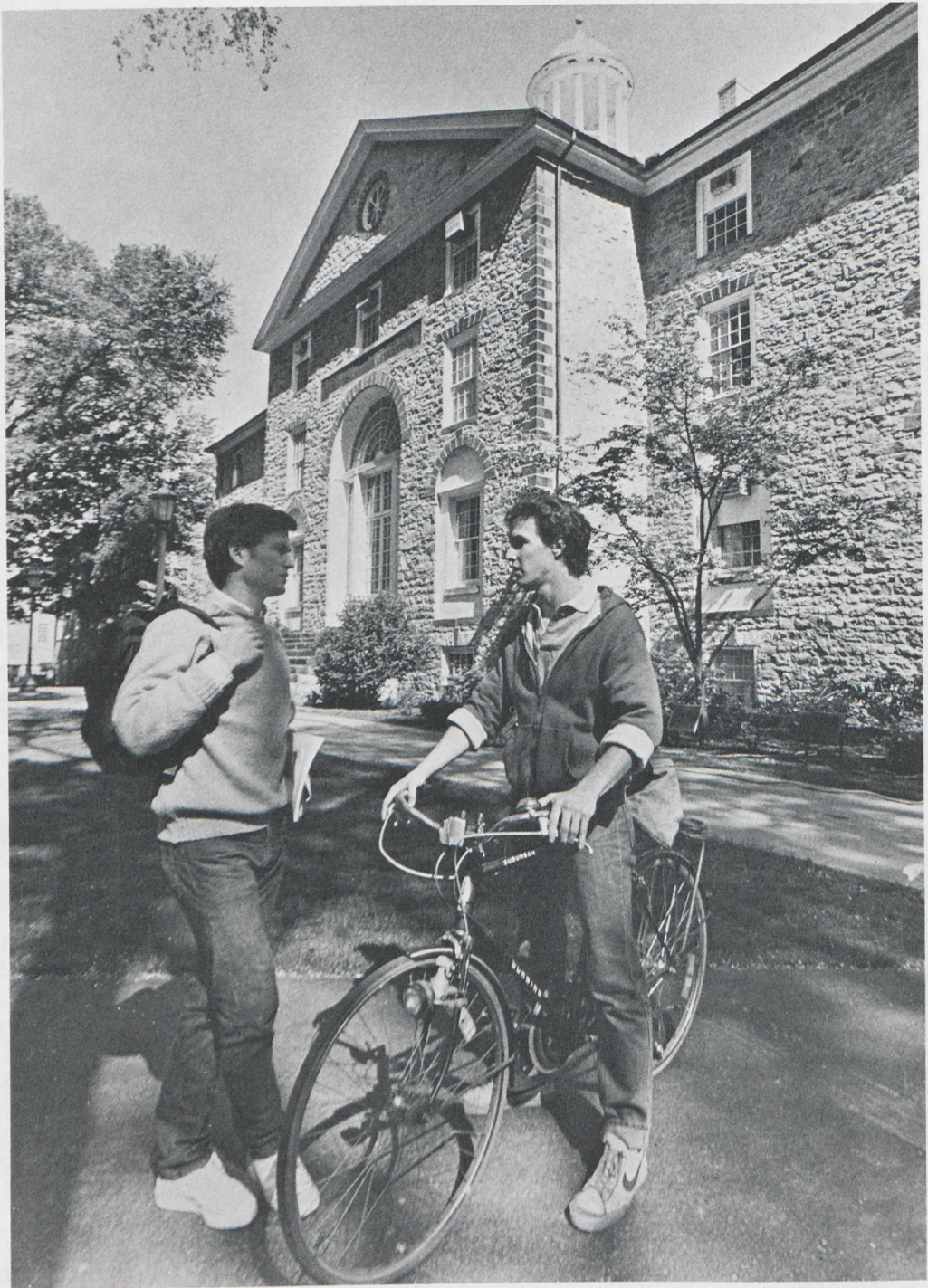
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# GENERAL INFORMATION

## Dickinson College: An Overview

### The Liberal Arts Tradition

What you first notice about Dickinson College when you step onto the campus are the beautiful old stone buildings and the tall shade trees. What you soon discover, however, is the College's strong liberal arts tradition. For over 200 years students have come to Dickinson for one enduring purpose—to gain a quality liberal arts education. Nurtured by their college experience, Dickinson graduates have gone on to enjoy personally satisfying and professionally useful lives.

At Dickinson, we believe in academic breadth. Every area of study essential to the liberal arts is represented in the curriculum, and through the distribution requirements students explore a wide variety of academic offerings. Two hundred years ago, in the 1780s, the essential fields of study were Latin, geography, and moral philosophy. Now in the 1980s, students may select courses from two mathematical sciences and four laboratory sciences; from five modern and three classical languages; from philosophy, religion, literature, and four forms of the arts; and from six different social sciences. In addition to these fundamental disciplines, students may also undertake a diverse range of interdisciplinary study.

Dickinson is committed to balance and quality across its curriculum. Students will find, for instance, that both computer science and Russian literature are thriving at Dickinson, that fine arts and psychology are equally essential to the strength of our course offerings. It is healthy and natural for a student's interests to change from the freshman to senior year, and Dickinson firmly believes that students should be able to alter their academic focus

without lessening the overall quality of their academic program. For this reason, students have access to 29 majors or have the opportunity with their faculty adviser to develop their own major.

The foundation for a good education includes exposure to a full range of basic fields of study and the ability to study any of these fields in depth. For the first 100 years of Dickinson's existence, however, students did not declare a major; there weren't any. A general course of study was required of all students. Today, studying in a major field has become an important way for students to acquire depth and sophistication in at least one academic discipline. The Dickinson faculty encourages students to develop their powers of imagination and initiative in the search for relationships which link all areas of study. Some students respond by choosing to major in more than one area, by participating in interdisciplinary study programs, or by selecting a number of courses outside their major area of concentration. Through these choices, students begin to recognize how the different disciplines "fit" together. They also begin to realize that the world is not neatly divided into the natural sciences, the humanities, the social sciences, and languages.

In the truest sense, a liberal arts education is more than just the sum of all its parts. It is more than earning a degree by completing studies in a major area and taking courses in a variety of disciplines. At Dickinson, we encourage our students to learn how to learn, so that the limits to their knowledge are always being tested by their willingness to ask fresh questions and to search for more adequate answers. It is this questioning process which is at the heart of the liberal arts experience. The learning process developed through liberal arts studies can serve a student for a lifetime.

### Some Distinctive Dimensions

The Dickinson curriculum has grown, developed, and evolved over our two centuries of history. Because the traditional academic disciplines have always provided a solid foundation for innovation, three broadly integrative dimensions have emerged to give Dickinson's academic program a distinct character: the international scope of the



academic programs, the cohesive nature of cross disciplinary studies, and the emphasis on developing basic learning skills.

The first dimension is international education. Technical advances over the last 50 years have made it all but impossible for a country or an individual to remain isolated from world events. At Dickinson, students expand their intellectual horizons by studying a classical or modern European language and its culture through at least the intermediate level. They enroll in comparative civilizations courses to extend these horizons beyond the Western world and achieve a global perspective. Students also enhance their cultural awareness by becoming more familiar with their own cultural background. The American studies major and a broad range of courses focusing on the American heritage provide this opportunity for self-understanding. It is appropriate for Dickinson, one of the colonial colleges, to define international education in terms of a dialogue between the study of American culture and a study of the world's cultures.

Students further enrich their understanding of various cultures by participating in a wide range of approved international study programs. One-fourth of our students study in a foreign country for one or two semesters. Dickinson sponsors its own programs in Italy, Colombia, France, and England. The College also actively participates in respected international study programs such as those sponsored by the Institute for European Studies. In addition, a number of majors and certification programs are provided by the College in a variety of cultural-geographic areas. Dickinson graduates the largest number of language majors of any private college in Pennsylvania. An enhanced understanding of other people and other cultures is the goal of these programs. The College feels that it is important for students to gain a global awareness so that they may become more effective and aware citizens.

A second distinctive dimension to our academic program is the way the College seeks to bridge two intellectual gaps in our society. One is the split between the sciences and the humanities; the other is the gulf which separates pre-professional training from the general education needed to become mature adults.

At Dickinson, students readily move back and forth between the sciences and humanities. It is not surprising to find students double-majoring in biology and philosophy, English and economics, or music and physics. Most of our professors are themselves liberally educated and so encourage and practice this continual crossing of departmental boundaries.

Joint scientific and humanistic perspective also find avenues of expression outside the classroom. The themes of our most recent Public Affairs Symposiums, "Our Nuclear World" and "Sex Roles at the Crossroads," discussed both the scientific bases and social effects of these topics. Dickinson strives to educate people who will be at home in both the laboratory and the arena of public debate, who know the relevant facts and who have a strong sense of appropriate values. An ideal Dickinson student knows well both Newton's laws of motion and Shakespeare's tragedies.

The College believes that the preparations necessary for doctors and business executives, for lawyers and teachers, for journalists and scientists, are all interconnected. We strive to develop a foundation of skills, knowledge, and attitudes in students which will help them become informed and effective human beings.

Liberal arts graduates should be well-rounded individuals who appreciate the varieties of human knowledge and have a range of interests which extend beyond those required for any particular job. This general foundation enables our graduates to change their careers as they mature, to adapt more readily to changes in society and to take the initiative in shaping such changes.

More than half of our graduates pursue further study. At Dickinson, as many chemistry majors as biology majors go on to medical school. Nearly half of those who study for an MBA come from majors other than economics. Our law school applicants major in many different subjects, with history, English, and political science being the most popular.

A third distinctive dimension of Dickinson's curriculum is its emphasis on basic learning skills. Dickinson students are expected to write well and to think clearly. Geology reports should be as well-written as English literature papers. A line of reasoning in art history should be as logically reliable as an



argument in mathematics or an analysis in anthropology. The College utilizes research papers and essay exams in all three academic divisions of study in order to encourage the development of these skills.

Improvement in other basic skills is also valued at Dickinson. Small classes, including freshman seminars and senior-level seminars, emphasize the skills of good conversation. Students should be able to listen well, to speak effectively, and to be sensitive to the dynamics of a group. Whether they are participants in a sociology class simulation, an informal discussion in a religion course, or a field trip for environmental science, students should acquire the ability to develop ideas in dialogue with others, to contribute creatively to a discussion or line of inquiry, and to know how to bring it to a timely resolution. Events such as Wednesday noon student concerts, end-of-semester studio art shows, and dramatic readings at the Arts House also encourage students to gain a sense of social and emotional maturity.

Some of these basic skills are nurtured in specific courses such as introductory language, beginning computer science, logic, or writing seminars. These are then reinforced as an important feature of intermediate and advanced courses throughout the academic program. Other skills are encouraged by

cocurricular activities such as the Mermaid Players or the orchestra, choir, and Collegium Musicum. Dickinson's efforts in this regard are richly varied and continuously changing in response to the changing needs of students.

### **The Learning Environment**

Dickinson strives to provide a residential environment in which students can learn and grow on a full-time basis. The College believes that learning does not cease when a student closes the classroom door; it continues in non-classroom settings and activities. Dickinson has a long-standing tradition in this regard. It was founded in 1773 as a residential institution. Today nearly all Dickinson students live in one of our 17 residence halls or in one of a cluster of traditional homes owned by the College.

Residential facilities are seen as an integral part of the Dickinson learning environment. Informal interactions among roommates and hallmates are opportunities for students to learn more about themselves and about others. "Special interest" groups such as the language houses or the Arts House provide a direct link between the classroom and the dormitory. In all residence settings, students have the opportunity to learn about citizenship and responsibility by developing housing





regulations, determining quiet hours for study, and structuring residence governmental systems. At Dickinson, students are encouraged to develop mature interests, skills, and attitudes. They are held accountable for adult standards of behavior as a vital part of this growth process. Dickinson's goal is a residential environment which complements classroom studies and enhances the development of a student's sense of maturity and responsibility.

The extracurricular and cocurricular activities provided at Dickinson also present students with opportunities for individual development and growth. Students learn the give and take of the political process through submitting funding proposals to the Student Senate for allocations to support clubs or other organizations. Budding journalists learn the pressures of deadlines and the responsibility of being accountable for their work by writing for the *Dickinsonian*. Students who participate in the debate society refine skills which they can use both in the classroom and in later careers. The pre-business, pre-health, pre-journalism, and pre-law societies enable students to grasp more fully the nature of these professions and to gain insights into how best to prepare for the careers they provide. Beyond the development of specific skills and knowledge, students also learn the general skills of setting priorities and choosing involvements wisely.

Dickinson students are ingenious at devising their own clubs, organizations, and social activities. When 1700 different individuals begin to interact there are numerous possibilities for creativity. Concerts, films, lectures, fraternities, sororities, dance troupes, and language clubs are only a few of the many activities and groups in which students choose to participate. Drama groups, music ensembles, and sports teams provide students with the opportunity to discover new interests, to develop new skills, and to understand more fully their individual strengths and weaknesses. Activities at Dickinson are designed to complement classroom studies and not to conflict with them. The College believes that selective involvement in a few of these areas will enhance and reinforce academic studies.

The lure of excellence is contagious and it finds expression throughout Dickinson's residential learning environment.

### Closing Thoughts

What then, is the Dickinson educational experience? The ideas and goals expressed by the founders of Dickinson in their design of a College seal and the choice of a College motto provide an appropriate symbol for the education we strive to provide our students. The Dickinson College seal contains three items—a book of scriptures, a telescope, and a liberty cap.

The telescope symbolizes learning. Students who graduate from Dickinson have been introduced to the world's intellectual and cultural heritage, have befriended its great minds, learned its methods of problem solving, become acquainted with its artistic and societal achievements.

The liberty cap symbolizes the ideals of political freedom and responsibility. After graduation students will have the duties of citizenship to bear and opportunities for leadership to realize, challenges for which a Dickinson education should be a useful preparation.

The book of scriptures symbolizes moral commitment and faith. Neither past or future learning nor past or future leadership roles will be worthy of students unless they have acquired a sense of right and wrong and have a mature commitment to high standards of personal and social justice.

The College motto, inscribed within the seal, summarizes these symbols in a phrase: *Pietate et doctrina tuta libertas*; liberty is made safe by morality and learning.

A Dickinson liberal arts education is thus a beginning rather than an end. Students are encouraged to develop a thirst for lifetime learning which opens them to the riches of human knowledge and prepares them to face new challenges and to welcome now unrealized possibilities. We believe that the educational experiences available at Dickinson provide a solid foundation for the rest of a student's life.



# Admissions

## Freshman and Transfer Admission

Colleges are like people; they are all different from each other. No one college is right for every individual and no one person is right for every college. The admissions staff seeks to identify students who will benefit from the educational programs provided at Dickinson and whose goals are in harmony with the aims of a liberal arts education. Aware that students from various social, ethnic, and economic backgrounds contribute to the richness of campus life, Dickinson welcomes applications for admission from a diverse group of persons. The College is looking for students who will contribute to Dickinson and for whom Dickinson is an appropriate college choice.

Professional admissions people, who are sensitive to the character of the Dickinson community and the qualifications and needs of applicants, make the admissions decisions at Dickinson. While computers are useful for research and the storage of data, they have no place in determining who is finally selected. People make decisions about people at Dickinson. We seek to understand each applicant as a unique person with individual characteristics, backgrounds, interests, talents, needs, goals, and preparations for college. There is no automatic formula that guarantees admission to Dickinson although all accepted candidates must be well-qualified. Each person's application for admission and credentials are read a minimum of three times by the admissions staff before a final decision is made. This is done in order to assure fairness both to the applicant and to the College. Everything that a student chooses to submit to us or which we require for consideration is reviewed—and we read the material carefully.

Admission to Dickinson is highly competitive. Dickinson students are bright, well-prepared, and have strong positive personal characteristics. Many factors are considered both individually and as a whole in the admissions process in order to gain a comprehensive impression of the applicant's personal and academic qualifications for Dickinson. The

primary credentials are (1) The secondary school academic record, (2) SAT or ACT scores, (3) The official recommendation of one's secondary school college advisor, headmaster, or principal, (4) the application form itself, including the essay, and (5) extra-curricular activities.

The secondary school record is important. We look at grades, the quality of courses taken in order to achieve those grades, the class rank and how it is compiled (is the student given recognition for taking the tougher courses offered by his or her school?), and the quality of the school from which the student is applying. Dickinson admissions representatives visit almost 600 secondary schools throughout the United States each year in order to gain a more comprehensive appreciation of each school and its people. In predicting academic success in college, we believe that there is no substitute for high grades earned in solid courses from a good secondary school. Such academic performance measures not only academic preparation for college but also the student's motivation, study habits, self-discipline, and desire to learn.

SAT's and other standardized test scores are a strong factor, although definitely not the only factor, in the admissions process. We think that the SAT's generally are effective in measuring aptitude but they do not measure motivation to learn, personal character, or citizenship qualities, all of which are also important factors in our admissions decisions.

Official recommendations from the applicant's secondary school are prominent in the selection procedures. Additional letters of recommendation also are considered in our review process, although they are not required. Dickinson seeks to create a sense of community in which the students are active participants. The admissions staff has a responsibility to admit students who will make positive contributions to that community. We seek people who have demonstrated their willingness to participate in school, family, or community activities. We look for students who have made a commitment to something for which they have had to assume responsibility and from which they have grown. What is important is not the number of activities with which an applicant has been involved



but rather the quality of participation in them.

As a liberal arts college, Dickinson is committed to breadth as well as depth of quality in its curriculum. We believe that a student should have the opportunity to explore different aspects of the curriculum before declaring a major. We do not expect our applicants, as seniors in high school, to know precisely what they want to major in or what they plan to do with the rest of their lives. Learning how to make such choices wisely is what Dickinson's four-year liberal arts education is all about.

Because colleges are different from each other, we believe that it is very important for prospective students to visit Dickinson in order to acquire an impression of what our philosophies of education, sense of community, and people are like. A personal interview is seen as an opportunity for the prospective student to gain information about the Dickinson community and insight into it. The interview rarely is used as a screening device in the selection process.

The policy of the College is to enroll a freshman class by selecting the most qualified candidates in its applicant pool. Dickinson College does not discriminate against applicants on the basis of race, religion, sex, color, handicap, or national or ethnic origin.

Dickinson College is a member of the National Association of College Admissions Counselors and subscribes to its Statement of Principles of Good Practice.

### **Admissions Requirements Freshman Applicants**

A completed application form, including the secondary school report form to be completed by the college advisor, headmaster, or principal, must be sent to the admissions office by the appropriate deadline (see application deadlines). A non-refundable \$20.00 application fee is required at the time the application is submitted.

**The Minimum Requirement for Entrance** is the satisfactory completion of a secondary school program of at least 16 units, including four units of English, two (preferably three) units of one foreign language, two units of natural science, two units of a social science,

and two (preferably three) units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements. Standardized Test Requirements: The Scholastic Aptitude Test (SAT) or the American College Test (ACT) is required of all applicants. Results of either test taken in the junior year must be submitted for Early Decision. All admissions candidates taking either test in their senior year should take them in October, November, December, or no later than January.

**College Board Achievement Test.** Achievement test scores are not required for admission to Dickinson. If students wish to satisfy a prerequisite requirement or place into a higher level course (such as foreign language), they should plan to take an achievement test or Advanced Placement Test in the appropriate area. On the basis of this testing, the student will then be placed at the appropriate course level. Those students interested in majoring in the sciences or in math are encouraged to take either the Math Level I or Math Level II College Board Achievement Test in addition to other appropriate achievement tests.

Achievement test scores submitted prior to the evaluation of a person's application may support the application in cases where strong achievement potential is suggested, but in no case will these test results adversely affect the final decision on the application. For these reasons many students may wish to take selected College Board Achievement Tests.

Applications and schedules for these examinations may be obtained by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

### **Foreign Student Admissions**

Dickinson College encourages those foreign students to apply for admission who have successfully completed their secondary school requirements and whose knowledge of the English language (as indicated by their score on the TOEFL examination—the Test of English as a Foreign Language) is of sufficient quality to demonstrate capability in pursuing a collegiate program. All inquiries should be directed to the admissions office.



## Advanced Placement Program

A student who achieves a grade of '4' or '5' on a College Entrance Examination Board Advanced Placement Test will be granted credit for college work in the appropriate department, and will receive placement at the discretion of the department.

A student who achieves a grade of '3' on the Advanced Placement Test may receive, at the discretion of the appropriate department, credit and/or placement. Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally satisfy a prerequisite requirement in that department for advanced work.

## Interview

A visit to the campus for an interview or information session is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson.

Personal interviews may be scheduled with an admissions staff representative between 9:00 a.m. and 4:00 p.m. Monday through Friday from April 1 through December.

During January, personal interviews may be scheduled on each Monday, Wednesday, or Friday, and in February on each Monday and Friday. During March, personal interviews can be given only each Friday.

Students are welcome to attend group information sessions which are conducted by professional staff members on Saturday at 10:30 a.m., September through April and on Monday, Wednesday, and Friday at 1:30 p.m., August through December except when the College is closed for legal holidays and/or college vacations.

Please arrive no later than 15 minutes before the scheduled start of the group information session so that the session may begin promptly.

All appointments should be made well in advance of a planned visit by writing the admissions office or calling 717-245-1231.

## Early Decision

The College actively encourages the early decision applications of candidates to whom

Dickinson is clearly their first-choice college. For such students early decision is the most viable application procedure because:

1. Preference in the admissions process is given to early decision candidates if they are qualified.
2. The candidates are notified by no later than January 1 regarding their admission status, thus letting them know early in their college planning if they have been admitted to the college of their choice.
3. All applicants not accepted for early decision will automatically be reconsidered on an equal basis with the regular applicants for admission and ultimately may be accepted for admission.

In addition to fulfilling the regular requirements for admission, early decision candidates must submit the Early Decision Agreement Form which is enclosed with the application packet.

The obligation of the accepted early decision candidate to Dickinson is to withdraw all other college applications and to submit the \$200.00 non-refundable registration fee which is applied to the first semester tuition charges.





Early decision candidates seeking financial assistance should correspond directly with either the office of admissions or the office of financial aid prior to December 10 to obtain the necessary financial aid forms.

### **Early Admission**

Any student applying to Dickinson who has accelerated academically in order to leave or graduate from a secondary school in less than the traditional four-year time sequence (grades 9-12) is considered to be an early admissions candidate. An individual interview is required of all students applying in this category. Applications for early admission will be reviewed on an individual basis, taking into consideration maturity and readiness to participate in a residential college, as well as academic ability. An early admission applicant must have the written recommendation and approval of the secondary school counselor.

### **Deferred Admission**

Some accepted students may wish to defer the start of their college experience until they have pursued an alternate activity for a year or two. A written request which explains why the student wishes to defer admission and also which describes the alternate activity is required. Normally, experiences which enhance a student's educational background such as overseas travel, work, or study are approved. All deferral requests are reviewed by the admissions staff on an individual basis.

### **Spring Term Admission**

Any student who has officially graduated from a secondary school is automatically eligible for spring term freshman admission consideration if the student has not enrolled on a full-time matriculated basis at another college.

The College also will consider for spring term admission, upon the consent and recommendation of the candidates' guidance counselors, students who are currently high school seniors and who wish to start college early.

### **Common Application Plan**

Dickinson College, along with a select

number of colleges in the United States, participates in the Common Application Plan by which it is possible for a student to fill out one application form which will be used by the colleges subscribing to the plan. The Common Application Form may be submitted in lieu of the regular Dickinson application form and will be treated in the same way as the Dickinson form. For further information regarding the Common Application Plan, prospective applicants are advised to check with their guidance counselors.

### **Admission Requirements Transfer Applicants**

Dickinson College welcomes qualified applicants with previous academic work at other accredited college-level institutions. An applicant normally will be considered for transfer admission if the applicant has been enrolled elsewhere as a degree candidate for the equivalent of at least two semesters prior to the term of desired enrollment at Dickinson.

The primary factors in the admission of transfers, in addition to those required of freshman applicants, are the college transcript, the reasons for transfer, and evidence of good character as shown by the Dean's Report Form (enclosed with application form).

Previous academic work which has been satisfactorily completed with a grade of "C" or better (2.00 or above on a 4.0 scale) in a program of study that reasonably parallels the curriculum of Dickinson College will be evaluated for credit. Normally, the course requirements for graduation (34 courses) will be reduced proportionately for every academic year of full-time study at other accredited institutions. Part-time course work, summer study, and unusual circumstances will be evaluated on an individual basis.

Final determination of credit and the satisfaction of distribution and language requirements will be made by the registrar. Among the academic regulations applicable to all students and of particular note to transfer applicants is the graduation requirement that at least 17 courses be taken on campus, the last 12 of which must be taken while the student is matriculated with an approved major field of concentration.



**General Information**

**Admission Categories**

**Application Deadlines**

**Admissions Decision Notification**

**Fall Semester**

|                            |             |   |
|----------------------------|-------------|---|
| Freshman, Early Decision   | December 15 | Between December 1 and January 1.                   |
| Freshman, Regular Decision | March 1     | Between March 1 and March 30.                       |
| Transfer                   | June 1      | Rolling notification as applications are completed. |

**Spring Semester**

|          |            |              |
|----------|------------|--------------|
| Freshman | December 1 | By January 1 |
| Transfer | December 1 | By January 1 |

**Registration Fees for Accepted Candidates**

A \$200.00 non-refundable registration fee must be submitted by an accepted candidate in order to confirm his or her enrollment at Dickinson. The registration fee is counted toward the first semester's tuition expenses at the College. The following deadlines for receipt of the registration fee are:

**Fall Semester**

**Admissions Categories**

**Fee Deadline**

|                            |  |
|----------------------------|--|
| Freshman, Regular Decision | The Candidates' Reply Date of May 1.   |
| Freshman, Early Decision   | By Jan. 15 or within 10 days after notification of financial aid status if the accepted student is a financial aid candidate.  |
| Transfer                   | By May 1 if notification of acceptance is prior to April 20. After April 20, the registration fee deadline is ten days after acceptance. Accepted students who are financial aid applicants must submit the \$200 fee by May 1 or within 10 days of the financial aid notification if such notification is after April 20. |

**Spring Semester**

|                       |  |
|-----------------------|--|
| Freshman and Transfer | Within 10 days of date of notification of admission or within 10 days after notification of financial aid status if the accepted student is a financial aid candidate. |
|-----------------------|--|



## Alumni Admissions Program

The Alumni Admissions Program of Dickinson College is composed of a group of alumni who are interested in providing a service to the students, parents, and schools of their home areas. The Alumni Admissions Program committees are most willing to provide accurate, up-to-date information about the College to all persons interested in learning more about the academic, social, and cultural programs available at Dickinson.

If you desire further and more specific information about the College, please feel free to contact the Alumni Admissions Program committee representative living in your home area.

### Washington, D.C.

Mrs. Gail Trousoff Marks '73  
Mr. Peter C. Marks '73  
10533 Pennydog Lane  
Silver Spring, MD 20902  
H. (301) 649-1290

### Los Angeles, California

Mrs. Paulette G. Katzenbach '68  
14939 La Cumbre Drive  
Pacific Palisades, CA 90272  
H. (213) 459-4092

### San Francisco, California

Ms. Patricia Collins '71  
620-5 Willowgate Street  
Mountain View, CA 94043  
H. (415) 968-9908  
O. (415) 857-8753

### Denver, Colorado

Thomas J. deMarino, Esq. '59  
Steele Park—Suite 755  
50 South Steele Street  
Denver, CO 80209  
H. (303) 758-3490  
O. (303) 333-1594

### Fairfield County, Connecticut

Rev. James B. Leswing '70  
171 Old Tannery Road  
Monroe, CT 06468  
H. (203) 268-2190  
O. (203) 268-4265

### Hartford, Springfield

Dr. John A. Bierly '66  
25 Borough Drive  
West Hartford, CT 06117  
H. (203) 523-5785  
O. (203) 658-5552

### Central Florida

Lew and Sharon Sibert '72 & '72  
2606 Regal Oaks Lane  
Lutz, FL 33549  
H. (813) 971-6278  
O. (813) 971-8520

### Baltimore, Maryland

Barbara N. Dudley '66  
R.D. 1, Box 467  
Glen Rock, PA 17327  
H. (717) 245-3388  
O. (301) 363-0730

### Boston, Massachusetts

Katharine E. Bachman '75  
70 Line Street #2  
Somerville, MA 02143  
H. (617) 876-4473

### St. Louis, Missouri

Mrs. Judith L. Stone '73  
714 Village Wood Court  
Ballwin, MO 63011  
H. (314) 527-8730  
O. (314) 434-6960

### Atlantic, Cape May, Cumberland Counties, New Jersey

Mr. and Mrs. Donald R. Charles, Jr. '66 & '68  
17 Cardiff Road  
Ocean City, NJ 08226  
H. (609) 399-7063  
O. (609) 465-7111

### Central New Jersey

Mr. and Mrs. Mark I. Lehman '71 & '72  
561 Bradford Avenue  
Westfield, NJ 07090  
H. (201) 232-3216  
O. (212) 262-7341

### Northern New Jersey

Mr. and Mrs. Andrew Y. Rogers, Jr. '65 & '66  
36 Clinton Avenue



Maplewood, NJ 07040  
H. (201) 761-0620  
O. (His) (212) 930-3440

#### Southern New Jersey

Samuel Asbell '66  
Suite 116—Station House  
900 Haddon Avenue  
Collingswood, NJ 08108  
H. (609) 795-1214  
O. (609) 858-7011

#### Long Island, New York

Jeffrey C. Carey '77  
Merrill Lynch—White Weld/Capital  
Markets Group  
165 Broadway-Floor 43  
New York, NY 10080  
H. (212) 875-6420  
O. (212) 637-2906

#### New York, New York

Lawrence B. Landphair '75  
35 East 10th St., Apt. 4E  
New York, NY 10003  
H. (212) 673-5112  
O. (212) 637-7455

#### Westchester-Rockland, New York

Richard A. Leins, Esq. '71  
Greene, Leins & Ryan, Esqs.  
Barclay Bank Building  
13 Croton Avenue  
Ossining, NY 10562  
O. (914) 941-5500

#### Cleveland, Ohio

Mr. Stephen H. Hoffman '72  
1750 Euclid Avenue  
Cleveland, OH 44115  
H. (216) 921-4097  
O. (216) 566-9200

#### Altoona, Pennsylvania

Mrs. Cynthia Hayes Karcher '77  
18 Overlook Drive  
Hollidaysburg, PA 16648  
H. (814) 696-3759

#### Lehigh Valley, Pennsylvania

Attorney and Mrs. Thomas A. Wallitsch '70  
& '70  
2436 Allen Street

Allentown, PA 18104  
H. (215) 432-5952  
O. (215) 437-9867

#### Philadelphia, Pennsylvania

Mr. Kevin Holleran '73  
Gawthrop, Greenwood & Halsted  
119 North High Street, P.O. Box 562  
West Chester, PA 19380  
H. (215) 436-4265  
O. (215) 696-8225

#### Pittsburgh, Pennsylvania

Mr. and Mrs. David R. Johnson '74 & '75  
240 Jonquil Place  
Pittsburgh, PA 15228  
H. (412) 563-2441  
O. (His) (412) 281-0737  
O. (Hers) (412) 261-4526

#### Dallas-Fort Worth, Texas

Sandy Quittman Walker '74  
3404 Marwick Drive  
Plano, TX 75075  
H. (214) 596-9479  
O. (214) 258-4107

#### Wyoming

Mrs. Mary Beth Wight Peden '71  
1801 South Chestnut  
Casper, WY 82601  
H. (307) 235-3566

### **Other Categories of Admission**

#### **Dickinson Guest Student Program**

Dickinson College welcomes qualified students who wish to study here on a full-time, non-degree status for either one or two successive terms, "in absentia" from their present college. This program is specifically designed for those students who wish to participate in the high quality academic and extra-academic life of a small college community.

Application deadlines are December 15th for spring term admission consideration and August 1 for fall term admission consideration. Applicants are notified of the admission decision on their application on a rolling admissions basis as the applications become complete. A \$200 non-refundable deposit is required from accepted applicants and is



applied toward the first semester tuition. For further details regarding the Guest Student Program, please write to the director of admissions at Dickinson College.

### **Continuing Education**

The office of continuing education serves adults in the community who wish to take advantage of the many activities at the College that will enrich their lives and further their education, both within the regular course work and through other events and special programs. Adults interested in regular study at the College on a part-time basis should apply through this office. Normally students in continuing education will have been away from the formal education process for a year. Registration for these students is limited to two courses in the regular curriculum each semester. The College provides financial assistance for adults in this program through lower tuition rates.

Adults may enroll in regular classes either on a credit or an audit basis. Should adult students in continuing education decide to become full-time students and wish to apply for regular admission to the College, the director will help them make this change.

Inquiries about study through continuing education should be made by writing the director of continuing education or calling 717-245-1384.

### **High School Enrichment Program**

Upon the recommendation of their high school guidance counselor, promising high school students may elect to augment their high school program by enrolling in up to two courses per semester at Dickinson. Information about course offerings and assistance is provided by the office of academic affairs.

### **The Consortium Exchange Program**

Dickinson, Franklin and Marshall, Gettysburg, and Wilson Colleges form the Central Pennsylvania Consortium. (See Off-Campus Study in the United States p. 130.)

### **Readmission**

Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the registrar prior to March 15 for the fall semester, and prior to November 1 for the spring semester. A student who was required to withdraw should consult page 137.

A student who is absent from the College at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the College Committee on Academic Standards to have course credits toward graduation and cumulative grade averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 2.0 average, or a higher probationary average, as stipulated by the committee.

### **Changes in Non-Degree Student Status**

A non-degree student who desires full-time status must have the approval of the director of admissions, who may seek the advice of the Committee on Admissions and Financial Aid in certain circumstances. Approval may be for a semester or a year, and is renewable.

A non-degree student who desires to become a degree candidate must receive the approval of the Committee on Admissions and Financial Aid. In seeking such approval, the student must submit all transfer credit he or she plans to apply toward the Dickinson degree. In general, a student must meet all the requirements for graduation in effect at the time of acceptance, including being accepted as a major by some department prior to completing 22 courses. Failure to be accepted as a major means required withdrawal from the College without the privilege of readmission. In addition, a student must meet the same requirement as a transfer student, i.e., the student must complete 17 courses on campus, the last 12 of which must be taken while the student is matriculated with an approved major field of concentration.



# Financial Information

## Expenses

The costs of an education are of concern to students, their families, and to colleges. Dickinson has been pleased to hold the charge made to a student—tuition, room, board and fees—23 percent below the actual expense of that student's education. Each student pays 77 percent of the real cost of an education at Dickinson because the College has sought effectively to obtain funding from other, outside sources. Gifts, grants, alumni contributions, bequests, and income from summer conferences help Dickinson to reduce the costs of education for every student.

Additionally, financial aid is available to many. The College is aggressive in seeking financial aid for those who have valid needs. Financial aid comes from endowment and other college sources, and from outside agencies. Further, because certain programs such as federally sponsored loans are broadly available, it is recommended that all prospective students and their families read the section dealing with financial aid.

## Fee Structure

All basic expenses due to Dickinson fall into three categories: a comprehensive fee, a resident fee, and a student senate fee. Other expenses, such as private music tuition or automobile registration, must be paid in addition. Books and supplies are also additional.

The comprehensive fee includes tuition, athletic program support, and support for the student union, and applies to students enrolled in three or more courses per semester; students enrolled in fewer than three courses are billed on a course basis.

The resident fee includes room and board. It also provides support for the infirmary.

The Student Senate fee supports a wide range of social and cultural activities administered by student officers elected by the student body.

A registration deposit is required each semester.

## Payment Procedures and Regulations

**Registration Deposit.** A registration deposit will be charged prior to each semester to reserve enrollment in college classes and assignment of dormitory space. This deposit of \$300 per semester is credited toward the semester charges and is refundable after the due date announced by the College if a student's registration is cancelled.

**Making Payment.** An itemized statement of fees and charges is mailed approximately six weeks prior to the beginning of each semester. Payment is due and must be paid in full 10 days prior to attendance at class each semester. Accounts not settled by the due date will be subject to a finance charge of 1% per month on the unpaid balance.

**Payment Plans.** Persons wishing planned payments should consider the option of the Girard Trust Edu-check Plan, the Tuition Plan, Inc. or the newly instituted low interest Parent Loans for Undergraduate Students (PLUS). Information on the first two plans is available from the Dickinson business office. Information on PLUS is available from the college financial aid office or your bank. Applications for these plans must be completed six weeks before the school year begins.

**Outside Agency Support.** Students attending college under a provision with a State Board of Assistance or other agency must supply complete information to the business office.

**Refunds of Charges in Case of Withdrawal.** Rules governing refunds are on file in the business office. Refunds on charges:

|  |                      |
|--|----------------------|
| Comprehensive Fee (tuition portion only) |                      |
| Two weeks or less                        | 80%                  |
| Between two weeks and three weeks        | 60%                  |
| Between three weeks and<br>four weeks    | 25%                  |
| Between four weeks and five weeks        | 20%                  |
| Over five weeks                          | None                 |
| Room                                     | None                 |
| Board                                    | Unused days of board |

No reduction will be allowed for absence of



students withdrawn for unsatisfactory conduct or scholarship.

The Trustees reserve the right at any time to amend or add to the regulations of the

College, including those concerning fees and methods of payment, and to make such changes applicable to students presently enrolled, as well as to new students.

### Fee Schedule, Regular Session, 1981-1982

| Full-Time Students<br>(Taking 3 or More Courses) | Per Semester   | Per Year       |
|--|----------------|----------------|
| Comprehensive Fee (Tuition and Fees)             | \$2,920        | \$5,840        |
| Resident Fee                                     | 540            | 1,080          |
| Room Board                                       | 535            | 1,070          |
| <b>TOTAL FEES</b>                                | <b>\$3,995</b> | <b>\$7,990</b> |
| Student Senate Fee                               |                | \$75           |

|  |       |
|--|-------|
| Part-time students<br>(1 or 2 courses per semester)  |       |
| Per course charge, non-matriculant                   | \$720 |
| Per course charge, matriculant                       | 970   |
| + Student Senate Fee, per course<br>for matriculants | 15    |
| Audit charge, per course                             | 360   |
| Continuing Education, per course                     | 380   |
| Continuing Education Audit,<br>per course            | 180   |

|   |     |
|---|-----|
| Other Fees  |     |
| Application (incoming students)                           | 20  |
| Applied Music: 1 hour/week for<br>semester                | 240 |
| ½ hour/week for<br>semester                               | 120 |
| Automobile Registration, per year                         | 10  |
| Finance Charges: 1% per month on<br>unpaid bill           | —   |
| 5-day luncheon plan, per semester                         | 190 |
| ROTC Activities Fee, per year                             | 20  |
| Transcript Records: one time fee for<br>incoming students | 20  |

### Cost, Aid, Policies and Procedures 1980-81 Academic Year

#### I. Financial Aid For Admitted Students: Class of 1984

| Family Income   | Number of<br>Admitted Applicants<br>Who Applied<br>For Aid | Number<br>Determined<br>To Have<br>Need | Number<br>Offered<br>Aid | % of Needy<br>Students<br>Offered Aid | Total Aid<br>Available To<br>Meet Need | Average<br>Total<br>Award | Range of<br>Total Award | Average<br>Grant<br>Award |
|-----------------|--|---|--------------------------|---------------------------------------|--|---------------------------|-------------------------|---------------------------|
| \$ 0 to \$ 4999 | 9  | 9                                       | 9                        | 100                                   | \$ 56,540                              | \$6282                    | \$2500 to \$7200        | \$4203                    |
| 5000 to 9999    | 20   | 19                                      | 19                       | 100                                   | 121,910                                | 6416                      | 3200 to 7200            | 4143                      |
| 10000 to 14999  | 50   | 50                                      | 49                       | 98                                    | 298,825                                | 6098                      | 1590 to 7200            | 3893                      |
| 15000 to 19999  | 76   | 72                                      | 70                       | 97                                    | 397,385                                | 5677                      | 3020 to 7200            | 3662                      |
| 20000 to 24999  | 79   | 74                                      | 72                       | 97                                    | 388,195                                | 5392                      | 220 to 6950             | 3246                      |
| 25000 to 29999  | 89   | 86                                      | 84                       | 98                                    | 371,089                                | 4417                      | 200 to 7430             | 2460                      |
| 30000 to 34999  | 82   | 68                                      | 68                       | 100                                   | 240,432                                | 3537                      | 430 to 6030             | 2004                      |
| 35000 to 39999  | 60   | 37                                      | 37                       | 100                                   | 105,945                                | 2863                      | 510 to 7100             | 1593                      |
| 40000 to 44999  | 36   | 20                                      | 20                       | 100                                   | 61,643                                 | 3082                      | 900 to 5280             | 1564                      |
| 45000 to 49999  | 31   | 16                                      | 16                       | 100                                   | 41,385                                 | 2586                      | 600 to 5400             | 1526                      |
| over 50000      | 47   | 14                                      | 14                       | 100                                   | 31,402                                 | 2243                      | 450 to 6100             | 1069                      |
| <b>TOTALS</b>   | <b>579</b>   | <b>465</b>                              | <b>458</b>               | <b>99</b>                             | <b>2,114,751*</b>                      | <b>\$4417</b>             | <b>\$200 to \$7430</b>  | <b>\$2669</b>             |

\*Total aid offered, \$2,114,751, was composed of grants amounting to \$1,269,916, self-help in the form of loans totaling \$510,435, and earning capacity in the form of part-time campus employment totaling \$334,400



## Financial Aid

Dickinson is aggressive in seeking ways to help families and students manage the costs of education. The College's endowment includes specially earmarked funds for financial assistance; some general endowment funds are also set aside for this purpose. Each year, federal and state funds are made available for assignment by the College, or on behalf of students. In some cases, gifts and grants from corporations and foundations provide help. Also, in some instances families find that employers and other near-to-home sources can provide assistance.

The decision to award financial aid is based solely upon need; the College does not offer "incentive scholarships" designed specially to attract students who do not need financial aid. A "package" of financial aid is assembled for each recipient, and may include direct grants, loans, or on-campus work opportunities. It is interesting to note:

- fully 36 percent of last year's full-time students received grants from Dickinson's own endowment.
- 55 percent of last year's students received some form of financial aid from all sources combined.
- In 1980-81, *no* tuition monies paid by those *not* receiving financial aid were used to subsidize financial aid students. It is the College's goal to maintain this relationship.
- The following table, reprinted from Dickinson's brochure on financial aid, is quite revealing:

Application for financial aid is uncomplicated: parents simply submit the 'Financial Aid Form' of the College Scholarship Service of the College Board, and designate Dickinson as an information recipient. This form is available in secondary school guidance offices and college financial aid offices. Pennsylvania residents should also complete the PHEAA grant application form, also available through high school guidance offices and college financial aid offices throughout the Commonwealth. In other states, these same sources can provide state-specific forms and data, or contact Dickinson's financial aid office. The CSS and state agencies will then send data

directly to Dickinson; these data constitute a financial aid application.

## Forms of Financial Aid

A financial aid recipient may be granted one or more forms of assistance:

**Grants.** Grants (outright gifts) of funds may be made from the College's own endowment, from state or Federal sources, or from outside agency funds.

**Campus employment.** Most students receiving assistance are offered campus employment of up to 12 hours of work a week in exchange for wages which help reduce expenses. Campus jobs are granted using funds from the federal College Work-Study program; a much smaller number are provided from Dickinson's own funds.

**Loans.** Low interest loans to students and to parents are now available fairly readily. Two federal programs (the National Direct Student Loans and Guaranteed Student Loans) are able to make loans to the student; repayment does not begin until after the student finishes attending school. A very new program, Parent Loans for Undergraduate Students, is available to the parents of College students, and monthly payments begin within 60 days; this may prove very useful to parents seeking ways to spread out the costs of education for their children.

**Summer employment.** Students are normally expected to obtain summer jobs and to apply those earnings toward the costs of education.

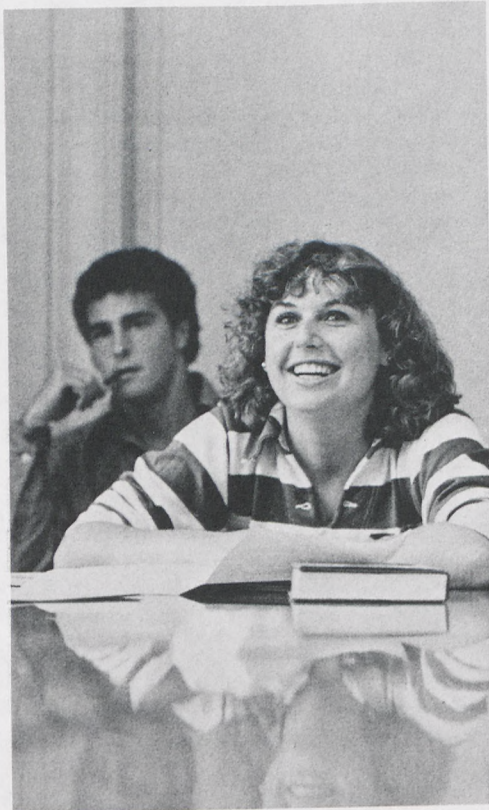
Students receiving grants are usually also given loans and campus employment as part of their "package." For more details, read the financial aid brochure.



# ACADEMIC PROGRAM

## The Shape of the Curriculum

The Dickinson College baccalaureate degree is the result of a four-year educational journey. The landscape comprising that experience is what all Dickinsonians have in common, although each one of them travels through it along a distinctive pathway. Students need constantly to make specific and individual choices regarding courses, programs, and activities as they move through college and so they each fashion a way uniquely their own. Yet they do so in aspiration with others,



within a community of shared intellectual inquiry. This mutual journeying, not the separate roads chosen, is what is most important.

Students may elect either of two broad approaches to the curriculum: the Bachelor of Arts or the Bachelor of Science. General graduation requirements are the same in either case, but only students with a concentration in one of the natural or mathematical sciences may be a candidate for the Bachelor of Science.

Whatever they finally decide to emphasize, all Dickinson students begin by exploring in a general way the full breadth of liberal learning as it is represented in the three fundamental branches of the academic curriculum. The humanities share a common interest in the meaning of human experience. They help us interpret ourselves and our world through artistic and conceptual self-expression, through critical reflection, and through a heightened sensitivity to the nuances of the human spirit. The social sciences seek to describe, analyze, and interpret the ways by which persons interact within the societies they have created. They assist us in seeing the complex conditions which historically and currently have defined the possibilities for both human failure and achievement, for conflict and for reconciliation. The natural and mathematical sciences are linked by their goal of understanding the character and the interdependences of the natural order. They allow us to discern basic structures and regularities in the universe, to trace the past development of planet earth and its living creatures, and to anticipate future changes.

Every educated citizen should be reasonably familiar with these three basic kinds of learning, but everyone should also study in some depth at least one disciplined approach to knowledge. Dickinson students therefore develop a concentration in a major. The arts and literatures provide 10 such concentrations within the humanities; in the social sciences there are six concentrations; the natural and mathematical sciences provide six as well. These 22 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by seven interdisciplinary majors and two interdisciplinary certification programs.



Courses are offered in two semesters, each comprising 14 weeks of classes plus a brief reading period followed by final examinations. The fall semester begins in early September and concludes prior to Christmas and Hanukkah. Students have a reading period of a few days after the end of classes in which to take stock of their work for the semester and prepare for the final examinations and papers which are scheduled at special times during the subsequent week. Spring semester begins near the end of January and runs through to mid-May, following the same pattern. A summer term is also available for those who prefer the smaller classes and quieter pace it provides. During the summer, students may take either two courses at a time or enroll in single courses that concentrate the work of a semester for a course into three and a half weeks of intensive study.

Students usually enroll in four courses at a time, although they frequently take five. Normally a course meets three times a week for 50 minutes or twice a week for 75 minutes; some upperclass seminars meet just once during the week for two and a half hours. Laboratories and field trips are scheduled in single afternoon time blocks. This variety in the weekly schedule provides classtimes suited to differing teaching methods and to the requirements of specific subjects. For example, brief but frequent meetings are often the best way to learn information, practice a skill, or discuss a series of related issues. Sometimes extended workshop sessions serve well the rhythms of a course that requires room to develop an idea or explore a problem or acquire a technique.

Freshman seminars, all foreign language classes, courses on writing, and most upper-class seminars have class enrollments of no more than 15 students. A typical introductory course enrolls 35 students, most intermediate-level courses have 25 to 30 students, and 300-level courses are usually no larger than 20 or 25. Although introductory science course lectures enroll classes of 50 to 100 students, the accompanying laboratories are conducted in sections of 12 to 40. Advanced science classes and labs are usually under 25. Independent studies and tutorial opportunities, internships, and honors provide students with

a range of occasions for one-to-one teaching and learning. Maximum class sizes are established in order to provide students with adequate opportunities to interact with their professors and with other students. As a result, students do not always gain access to their first choice of courses during a given registration period, but every effort is made to anticipate such problems and when necessary to open new course sections.

Professors evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and just to talk further about some important matter raised in class.

In all but the final semester, a student may enroll in one course on a pass/fail basis as one way to venture into new intellectual fields. A very few courses, and all internships, are taught on a mastery (credit/no credit) basis only.

In the middle of each semester a "roll call" is taken in each course and grades below C reported to the students and their advisers as a way to identify academic problems while they can still be resolved. All freshmen during their first semester roll call receive interim grades for all courses.

At the end of every term, final grades are reported to students by means of a grade report that also summarizes other information relevant to their progress toward graduation.

Almost all of Dickinson's students have enrolled in college immediately after finishing high school; 78 percent of them subsequently graduate from Dickinson. Some transfer to other colleges, some accelerate, and some take longer than four years to earn their degree. A few students transfer each year to Dickinson from elsewhere. A small but highly motivated sprinkling of adults enroll in courses in order to complete a much-delayed baccalaureate or simply to enjoy afresh the challenges of liberal education. In 1980 Dickinson graduated 388 students. Since its founding 207 years ago, 14,693 graduates have walked down the stone steps of Old West to receive a Dickinson baccalaureate and to commence their roles as adults and citizens in a changing world.



# Requirements for the Degree

The following guidelines assist students in developing programs of study which introduce them to the special nature of inquiry in each of the three major divisions of learning—the humanities, the social sciences, and the natural and mathematical sciences—and which ensure their growth in a knowledge of other cultures, of the place of physical activity in their lives, and of studying one area of the curriculum in depth.

Students must build this balanced program within these general requirements: (1) all students must pass 34 courses with a cumulative average of 2.0; (2) each student must take a minimum of 17 courses on campus, the last 12 of which must be taken while the student is matriculated with an approved field of concentration. Further, at least six of the last eight or the last four courses immediately preceding graduation must be taken on campus.

1. **Freshman seminars.** Beginning with the 1981-82 academic year, one of the courses each entering freshman must take during the fall semester is a seminar which addresses particular problems or topics growing out of the liberal arts curriculum and often drawing from more than one disciplinary perspective. These seminars serve to introduce freshmen to the intellectual life of the College by encouraging them to participate actively in small group discussions and by setting standards for their writing and research which will enable them to become full members of the academic community.

2. **Distribution courses.**

**Humanities** (3 courses). Students should select one course from each of the following three groups:

- a. One course in philosophy or religion; or Environmental Studies 111.
- b. One literature course in English, French, German, Greek, Italian, Latin, Russian, Spanish.

- c. One course from the following: History of Art, History or Theory of Music, Dramatic Arts 102 or 103, or Fine Arts 201 (Film).

**Social Sciences** (3 courses). Students should select three courses, each from a different area or department within the social sciences. Those areas or departments are American studies, anthropology, economics, history (or classical history), political science, psychology and education, sociology.

**Natural and Mathematical Sciences** (3 courses). Two of the three courses to be selected must be a two-semester laboratory sequence in one of the following departments: biology, chemistry, environmental science, geology, or physics-astronomy. The third course must be chosen from a different department in this division from the two-course laboratory sequence and may be either another laboratory course, a non-laboratory course, or a course in mathematics (excluding Math 100), contemporary science, or history of science. Note: Computer Science 111 does not fill this requirement.

3. **Cross-cultural studies.** To prepare students to be effective members of the independent world, the College requires the study of a foreign language through the intermediate level and the election of one course in comparative civilizations. The language study often complements work in other disciplines. The comparative civilization courses seek to deepen students' understanding of the diversity in cultures by introducing them to traditions other than those that have shaped or influenced the modern West. In addition, the Faculty Committee on International Education coordinates a range of area study programs on campus and abroad. (See Foreign Study Programs.)

**Languages.** All students are required to demonstrate that they have completed work in a foreign language through the intermediate level. If the student's native tongue is not English, he or she may be



excused from this requirement by the dean of the College who will give the student written notification of this fact and send a copy of the notification to the registrar and to the student's adviser.

If the student has studied a language for two or more years in secondary school and wishes to take that language at Dickinson, he or she must take the College Entrance Examination Board Achievement Test in the language. The student's score on the test will indicate the appropriate level of study at the College. The student may be excused from the language requirement on the basis of a sufficiently high placement score, with the permission of the appropriate language department.

Students beginning a language at Dickinson must satisfactorily complete the 102 or 104 level course before receiving credit for the 101 course. A student who is qualified by placement for enrollment at any given level, but who is unable to work effectively at that level, may (at any time within the first 30 calendar days of the semester) with the concurrence of the instructor and adviser drop back one level without penalty.

Students who have fulfilled the language requirement may then receive credit for a single semester of the elementary level of another language only by registering for that course as an independent study with the instructor.

**Comparative Civilizations.** Students should select one course in the comparative study of civilizations. Each semester such courses are listed in the pre-registration booklet.

4. **Physical education activities.** Satisfactory completion of three semesters (six units) of physical education is required. Transfer students with junior standing with no physical education credit need to take only two semesters (four units) of physical education. This requirement may also be met by one year of active military service. Six months of active military service may be counted in satisfaction of two of the three semesters of physical education.

Every student who has not completed the physical education requirement must register for physical education unless excused in writing by the dean of the College. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year. Refer to physical education section of the course descriptions.

5. **Concentration.** Students should select a field of concentration from among those departments offering major fields of study (see *The Shape of the Curriculum*, page 24) or should, by working with a faculty committee, design their own major field of study (see *Special Majors*, page 127). The major consists of nine or ten courses of academic work in the discipline. In addition to these courses the department may, with the concurrence of the Committee on Academic Program, prescribe additional courses in related fields.

The major field of concentration is normally selected during the spring of the student's sophomore year. The departments determine the student's acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an adviser, using the student's preference as one of the bases for assignment. A student who is not accepted for a major field of concentration during the semester in which the 22nd course will be completed will be required to withdraw from the College.

The student may also elect a minor field of study which usually consists of six courses of academic work specified by the department offering the minor. If a student completed a minor in one or more fields of concentration, this fact will be noted on the permanent record.

If a student intends to major in more than one department, approval must be secured from each department. This student must develop a program in consultation with both departments, and therefore must be advised jointly by a member from each department and must secure approval of both advisers. The same course may be counted for



more than one major except for courses under the self-developed major program.

Students who wish at any time to change a major must be accepted by the new department in accordance with normal procedures for declaring a major.

### **The Nisbet Scholars Program**

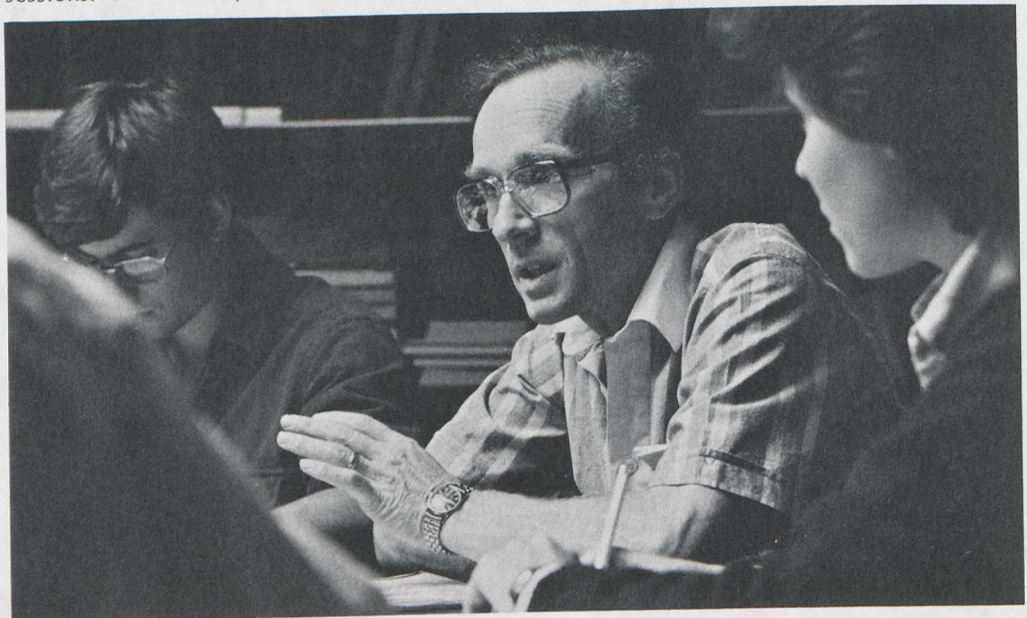
The Nisbet Scholars Program provides an alternative for some students to the graduation requirements of the College. Entering freshmen interested in taking special responsibility for studying the history and nature of the liberal arts and planning their course of study around that understanding may apply to this program. Up to 48 Nisbet Scholars are selected from each entering class.

During the freshman year, Nisbet Scholars participate in a seminar which explores the evolution of the present idea of the liberal arts. This study forms the basis for each student's development of his or her own educational plan. Although Nisbet Scholars are excused from normal College distribution requirements, they have the responsibility to defend their evolving educational program to members of their seminar and to their Nisbet faculty leader in regularly scheduled advising sessions. In addition, each Nisbet student

must pursue study of a problem whose solution requires the use of several disciplinary perspectives. This "problem oriented experience" may involve students in independent research, internships, or course work in their search to understand the many dimensions of the problem they define.

The graduation requirements for Nisbet Scholars are the completion of 34 courses including the Nisbet Seminar with a cumulative average of 2.0, development of a major field of concentration, continued participation in peer advising, and completion of the problem oriented experience. Nisbet Scholars must also meet the College residency requirement described above.

The Nisbet Scholars Program was named in honor of Charles A. Nisbet, the first president of Dickinson College. Nisbet was persuaded by Benjamin Rush to come to Carlisle in 1783 to assume the leadership of a small college founded on the frontier to educate a nation's youth in literature, science, and moral philosophy. He sought to liberate their minds so that they might be prepared to assume the leadership of a fledgling nation. In a similar fashion, today's Nisbet Scholars are encouraged to use their college education to enable them to attain personal ideals and social responsibility.





# Programs and Courses of Study

Bold Face type indicates that a Major is offered.

**AMERICAN STUDIES**  
**ANTHROPOLOGY**  
ASTRONOMY (see **PHYSICS** and ASTRONOMY)  
**BIOLOGY**  
**CHEMISTRY**  
CLASSICAL STUDIES  
COMPARATIVE CIVILIZATIONS  
**COMPUTER SCIENCE** (see MATHEMATICAL SCIENCES)  
DRAMATIC ARTS (see also **THEATRE** and **DRAMATIC LITERATURE**)  
**ECONOMICS**  
EDUCATION (see **PSYCHOLOGY** and EDUCATION)  
**ENGLISH**  
ENVIRONMENTAL STUDIES  
**FINE ARTS**  
**FRENCH AND ITALIAN**  
**GEOLOGY**  
**GERMAN** and **RUSSIAN**  
**GREEK** (see CLASSICAL STUDIES)  
HEBREW (see CLASSICAL STUDIES)  
**HISTORY**  
HUMANITIES  
INDEPENDENT STUDY and RESEARCH (see SPECIAL PROGRAMS OF STUDY)  
INTERDISCIPLINARY STUDIES  
**INTERNATIONAL STUDIES**  
INTERNSHIP PROGRAMS (see SPECIAL OPTIONS OF STUDY)  
ITALIAN (see **FRENCH** and **ITALIAN**)  
ITALIAN STUDIES  
**JUDAIC STUDIES**  
**LATIN** (see CLASSICAL STUDIES)  
LATIN AMERICAN STUDIES  
LIBRARY RESOURCES  
**MATHEMATICS** (see MATHEMATICAL SCIENCES)  
MATHEMATICAL SCIENCES  
MILITARY SCIENCE

**MUSIC**  
**PHILOSOPHY**  
PHYSICAL EDUCATION  
**PHYSICS** and **ASTRONOMY**  
**POLICY AND MANAGEMENT STUDIES**  
**POLITICAL SCIENCE**  
**PSYCHOLOGY** and **EDUCATION**  
PUBLIC SPEAKING  
**RELIGION**  
**RUSSIAN** (see **GERMAN** and **RUSSIAN**)  
**RUSSIAN AND SOVIET AREA STUDIES**  
SCIENCE  
**SOCIOLOGY**  
**SPANISH**  
**STUDIES IN THEATRE** and **DRAMATIC LITERATURE**  
**WESTERN SOCIAL AND POLITICAL THOUGHT**

## Courses of Instruction

When two course numbers, followed by a single description, are separated by a comma either course may be taken without the other, although the two are normally taken together as a one-year course.

When two course numbers, followed by a single description, are separated by a comma, and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a one-year course. The first course, however, is a prerequisite for the second.

When two course numbers, followed by a single description, are separated by a hyphen, the work of the two semesters constitutes an integral, indivisible one-year course. Students who pass the first semester receive a grade of "S". When the second semester is successfully completed, the grade is recorded and credit is given for both courses. Those students who fail the first semester receive "F" and may not take the second semester course.



# American Studies

Instructor Treon, Acting Director

A revolt against the rigidity of traditional academic disciplines gave birth to the American Studies movement in the 1930s. Since that time, scholars have been developing new techniques for the investigation of America, past and present. Americanists have examined their complex society from a variety of perspectives, employing a rich blend of theories on society, culture and sociocultural change. The discipline recognizes that the pluralistic nature of American society and the complexity of contemporary problems demand an understanding of social institutions and cultural values. Such an understanding may be pursued through self-critical analysis, through examination of particular social systems and subcultures, and through cross-cultural analysis.

In cooperation with participating departments, the American Studies Program at Dickinson seeks to provide an innovative and coherent approach to the study of American culture. American studies students are expected to develop a broad comprehension of the American experience, to think systematically about the nature of cultural analysis, and to analyze a topic of their choice from different disciplinary perspectives. Each American studies student develops a unique program of study which is given coherence through the core courses and through careful planning and advising concerning the student's thematic concentration. Many students take advantage of such off-campus programs as the American Studies Washington Semester, the Appalachian Semester, and the Harrisburg Urban Semester. Such international programs as that of the Center for European Studies in Bologna provide opportunities to exercise a comparative cultural perspective.

Students usually decide to major or minor in American studies during or after taking American Studies 212. All interested students are urged to take introductory-level work in history, English, anthropology, and sociology

during freshman year. Non-majors can receive social science distribution credit for American Studies 212 and may be admitted to the advanced courses by permission of the instructor.

American studies graduates have found jobs in social service areas, publishing, journalism, teaching, government, counseling, and law. Others have gone on to graduate education in a variety of fields including American studies, historic preservation, history, law, urban planning, religion, and journalism. All have left Dickinson with an informed and critical understanding of the society of which they are a part.

## Faculty:

**Lonna M. Malmshemer**, Director and Associate Professor of American Studies. Ph.D., University of Minnesota. Research Interests: Interdisciplinary methods, Three Mile Island, Carlisle Indian School, photographs as documents. (On leave 1980-81).

**Robin B. Treon**, Acting Director and Instructor in the American Studies Program. M.A., University of Pennsylvania. Her doctoral research entails an application of identity theory and ethnoscientific methods.

**Michael Barton**, Part-time Associate Professor of American Studies. Ph.D., University of Pennsylvania. Research Interests: American character, psychohistory, psychological anthropology, sociolinguistics, quantitative history.

**212. Introduction To American Studies** The culture concept and techniques of cultural analysis applied to selective aspects of the American experience. Through readings, lectures, discussions and field work, students explore the significance of a variety of social documents including novels, buildings, films, oral testimony, historical and sociological studies, social criticism, and the artifacts of material culture.

**490. Research and Methods In American Studies** An integrative seminar focusing on the achievements and problems of interdisciplinary study. Students examine the current literature of American studies, discuss relevant



philosophic questions and, in research projects, apply techniques of interdisciplinary study to a problem related to thematic concentration. *Prerequisite: American Studies major or permission of the instructor.*

**491. Seminar In American Studies: Selected Topics** Topics chosen annually on the basis of student interest and scholarly concerns in the field. Such topics, explored through reading, discussion, field work, and research, include: Technology and America; Autobiography and American Culture; The Twenties; Social Criticism in America; Literature as History; Male and Female in America; Metaphors of American Experience; Film and Society; Myths, Fictions and American Life; America Through Foreign Eyes; The American Artist and Society; Studies in Material Culture; The Transcendental Aesthetic. Students should refer to the class schedule for the topic being offered in any given semester. *Prerequisite: Permission of the instructor.*

**Major:** ten courses including

Requirement I.

Core courses in American Studies 212, 490, 491.

Requirement II.

One survey course in both American literature and American history and one course from sociology-anthropology which emphasizes theories of culture and comparative cultural analysis or conceptions of social structure and sociological theory.

- a. One semester course in American history chosen from the following: 281. Recent U.S. History; 247. American Colonial History; 249. American Intellectual and Social History; 250. American Intellectual and Social History.
- b. One semester course in American Literature chosen from the following: 323. Topics in American Literature; 382. American Romanticism; 384. American Poetry; 386. American Novel; 388. American Drama; 409. Seminar in American Literature.
- c. One semester course in sociology or anthropology chosen from the following: Sociology 340, Social Change and Social

Movement; Sociology 341, Class and Culture; Anthropology 231, Theory and Method.

Requirement III.

*Thematic concentration.* At least four courses, with no more than two of these four to be taken in one department, chosen in close consultation with the director to illuminate a topic of the student's choice. Although each topic will dictate a different selection of courses, not all of which must have American emphasis, the American Studies Program has approved the following list of American content courses offered by other departments and programs. These courses represent a partial listing of the many courses of special interest to American Studies majors offered at Dickinson.

*Anthropology.* 210. Culture and Communication; 211. Folklore; 214. Ecological Anthropology; 216. Medical Anthropology.

*Economics.* 114. A Contemporary Economic Issue; 222. Environmental Economics; 250. Industrial Organization and Public Policy; 344. Public Finance; 347. Money and Banking; 371. Topic in Economic History.

*English.* 323. Topics in American Literature; 382. American Romanticism; 384. American Poetry; 386. American Novel; 388. American Drama; 409. Seminar in American Literature.

*Environmental Science.* 131, 132.

*Environmental Studies.* 111, 222.

*Fine Arts.* 204. American Art; 314. 20th Century Art.

*History.* 282. Diplomatic; 289. Afro-American History; 211. Studies in American History; 287. American Constitutional History; 288. Civil War; 290. U.S. Ethnic History; 390. Seminar in American History.

*Music.* 108. American Jazz.

*Philosophy.* 215. American Philosophy; 324. Theories of History.

*Political Science.* 140. The City; 205. American Political Thought; 241. Black Experience; 244. Public Opinion; 245. Political Parties; 246. Legislative Process; 247. American Presidency; 290. Selected Topics in Political Science.

*Religion.* 211. Aspects of American Religious Culture.

*Sociology.* 222. Family; 223. Deviant Behavior and Social Control; 224. Race and Group Relations; 225. Urban Cultures and Communities.



The American studies list will be updated each year to include new course offerings. "Selected Topics" courses open to majors in other fields will be credited towards the American studies major when they are judged pertinent to Requirement III in each student's program.

**Minor:** American Studies 212, 491 and Requirement III.

**Note:** All courses credited toward the major must be taken for a letter grade unless they are not offered on this basis.





# Anthropology

Anthropology seeks an understanding of what it means to be human using a two-pronged approach: the physical and the cultural. Physical anthropology explores the human phenomenon by comparing anatomy and behavior among members of the Order Primates to which *Homo sapiens* belongs. Fossil and archaeological records are consulted to investigate the reciprocal results of man's tools and his organism, the origins of language, of human social organization, and of religion. Cultural anthropology analyzes these aspects of human culture in detail, not only as they have been manifested in the past, but also in contemporary settings. The operational principle of cultural relativism is an essential aspect of the study of culture. Anthropology seeks to inform us of our ethnocentrism and suggests ways for its control, to realize the aspiration of Robert Burns:

Oh wad some power the giftie gie us  
To see oursel as others see us!  
It wad frae monie a blunder free us!

As an eclectic approach to soma, psyche, society both secular and sacred, values and world-view, anthropology is comparable to the liberal arts in microcosm.

Majors have continued in graduate studies in social anthropology, ethnomusicology, psycholinguistics, law, medicine, and higher education administration.

## Faculty:

**H. Wade Seaford, Jr.**, Associate Professor of Anthropology. Ph.D., Harvard University. Studies at the Escuela Nacional de Antropologia e Historia, Mexico, D.F. Besides the cultural areas of China and Mexico, he is interested in human evolution and the interrelation of culture and biology. As a result of study in communication, he has acquired some knowledge of American Sign Language.

**Melissa Kassovic**, Instructor in Anthropology. M.A., University of California at Berkeley. Since 1971 she has done field research in a Mexican village. Her interests include the socialization of children, the impact of Western medicine on traditional health beliefs, and the relationship between witch-

craft and madness. She is currently analyzing public perceptions of the health hazard posed by the accident at Three Mile Island.

**Julius Kassovic**, Instructor in Anthropology. M.A., University of California at Berkeley. Folklore and the anthropology of aging are his special interests. He has done field research on arts and crafts in Mexico and studied cultural reactions to stress; his doctoral dissertation concerns aging and retirement. Other interests include the role of food in culture, the cultural impact of tourism, and the use of photography in field study.

## Contributing Faculty:

**Professor Vernon** (geology)

**Assistant Professor Ruhl** (political science)

## 100. An Introduction to Physical Anthropology

Holistic treatment of human populations emphasizing both biological and cultural evolution. Man's place in nature as a culture-creating social animal. Reconstruction of the human experience through primate fossil evidence, stone artifacts, ethnography, and the study of non-human primate behavior. Human variability from genetic and cultural perspectives. Role of language in human evolution. Human adaptive strategies from the dawn of culture of the rise of civilization in both Old and New Worlds.

## 101. An Introduction to Cultural Anthropology

A cross-cultural perspective on the human experience. Institutions such as the family, law, religion, and warfare examined using examples from contemporary non-Western, non-industrialized societies. A brief overview of major schools of thought and the practice and ethics of anthropological research.

**210. Culture and Communication** A study of the function of communication systems in culture. The origin and evolution of language. Language acquisition. Primate forms of communication compared and contrasted. Genetic and anatomical factors in speech and language. Anthropological linguistics. Psycholinguistics Socio-linguistics. Deaf Communication. Theory and structure of American Sign Language. Offered in alternate years.





211. **Folklore** Introduction to the field of folklore and the major folklore genres. Illustration and examination of forms of folk expression such as myths, legends, folktales, jokes, riddles, and proverbs; their place, function, and meaning in society. History of folklore scholarship, current approaches to the investigation of folklore materials, and the methodology and tools used in collecting folklore.

214. **Ecological Anthropology** Anthropological approaches to the study of human adaptation. Ecosystem models. Comparative study of human and non-human adaptations. Ecology and human survival. *Offered in alternate years.*

215. **Anthropology of Law** A comparative examination of conflict resolution and social control in non-Western societies. Legal systems, broadly defined, are seen as a cultural universal; societies in diverse ecological settings and at various levels of social and political complexity are compared to illustrate the relationships between law and other aspects of culture. Legal systems in egalitarian and stratified societies are compared, with special emphasis on the legal complexities of plural societies. *Offered in alternate years.*

216. **Medical Anthropology** Examination of health behavior in cross-cultural perspective. Comparison of Western and non-Western concepts to health, disease, mental illness, and the role of the healer. Epidemiology and the effects of disease on culture. Issues in contemporary medicine—pluralism, faith healing, holistic health.

220. **Fundamentals of Archaeology** Methods and techniques of modern archaeology as a sub-discipline of anthropology. A survey of culture process through time with special emphasis on North American aboriginal societies. Ecological reconstruction of human life ways. Field trips to local sites. *Prerequisites: Background in anthropology, classical archaeology and/or geology is recommended but not essential. Offered in alternate years.*

221. **Archaeology of Latin America** An archaeological and ethnological reconstruction of the rise of civilization in Mesoamerica and South America from the early hunters to the high cultures of Aztec, Maya, and Inca. Cultural consequences of the Conquest. *Offered in alternate years.*

222. **Contemporary Peoples of Latin America** An examination of the life of present-day primitive and peasant peoples of Middle and South America. These societies are seen



holistically, and as they relate to urban and state centers. *Offered in alternate years.*

**223. Cultures of the Middle East** An examination of the traditional cultures of the tribal and peasant peoples of the Middle East. Pastoral nomadism as an ecological adaptation. The significance of Islam as an organizing principle in rural society. Sex roles in the Moslem world. The impact of modernization on traditional societies. *Offered in alternate years.*

**224. Chinese Culture** Prehistoric origins of Chinese civilization as revealed by archaeology. Technology, social organization, language, art and belief systems. Socio-cultural continuity and change from traditional to modern times. Cultural trends in the Peoples Republic of China.

**231. Theory and Method** An introduction to theory and to comparative methodology in anthropology. Functionalism. British and French structuralism, componential analysis, symbolic analysis. Use and interpretation of quantitative techniques. Practical fieldwork experience and an examination of the problems inherent in participant observation. (*cross-listed: Sociology 231*)

**330. Human Evolution** The human skeleton in evolutionary context. The rise of evolutionary theory. Mechanisms of evolution. Somatic and behavioral comparisons among the primates. Hominid phylogeny. Biological antecedents of culture. *Offered in alternate years.*

**331. Human Variation** Human physical variation and environmental adaptation in evolutionary perspective. Historic and contemporary socio-cultural ramifications of variation. An anthropological examination of racism. *Offered in alternate years.*

**332. Anthropology of Religion** A cross-cultural survey of the functions of religion, magic and myth in simple and complex societies. Religion and communication. Myth and social structure. An historical summary of the scientific study of religion. *Prerequisite: another anthropology course or permission of the instructor. Offered in alternate years.*

**390. Anthropology Seminar** A specialized seminar investigating the contributions of various anthropological approaches to the understanding of cultural processes. The cultural processes recently discussed have included Communication, Women in Anthropological Perspective, Kinship, and Death Rites. *Prerequisite: Permission of the instructor.*

**Major:** Nine courses included 100, 101, 231, 330, 390 and five additional courses, two of which may be outside the department with the approval of the advisor. (Sociology courses are especially recommended.)

**Minor:** Six courses, including 100 and 101 and four additional anthropology courses. Students who are interested in a minor should consult with the department.

## Astronomy

See Physics and Astronomy



# Biology

The biology department provides the liberal arts scholar with a broad view of animal and plant life. Commanding this view, students see themselves as part of the biotic world rather than apart from it, and human social relationships are then recognized as only one aspect of an intricate system uniting all forms of life.

The study of biology brings together students with diverse backgrounds and very different interests in an atmosphere of inquiry to examine the biotic world. The examination process develops the skills of observation, analysis and expression, the ability to evaluate data and draw conclusions, and the art of distinguishing between substance and accident. Development of these qualities in the liberal arts student is a primary goal of the biology department's efforts.

Biology is an experimental science. Every biological fact and principal rests upon experiment and observation in the laboratory or in the field. Some good biology can still be done with a stout pair of hiking boots and a butterfly net, but for the most part expert usage of modern equipment is required. Expertise develops with "hands on" experience, and for this reason a laboratory is an essential part of General Biology and upper level courses.

The courses in the biology department provide a suitable background for students who contemplate immediate employment after commencement, as well as for those who plan to attend graduate school or a professional school. Through seminars, and independent study or research, opportunities are provided for students to develop their research skills.

The Dickinson biology department is housed in a spacious, well-equipped building, Dana Hall, which was completed in 1966. In addition to the on-campus facilities, many courses and student research projects make use of the 3,300-acre Florence Jones Reineman Wildlife Sanctuary and its field station laboratory.

## Faculty:

**William B. Jeffries**, Professor of Biology. Ph.D., University of North Carolina. His

teaching interests are vertebrate and invertebrate zoology. Current research is focused on barnacles that attach themselves to other marine animals such as crabs and sea snakes. (On leave 1980-81)

**Daniel J. McDonald**, Professor of Biology. Chairman. Ph.D., Columbia University. Teaching specialties include genetics and microbiology. His research concerns the population genetics of grain insects.

**Barbara B. McDonald**, Professor of Biology. Ph.D., Columbia University. She teaches cytology and sponsors independent study work on protozoa. Her field of research is cell biology with an emphasis on nucleic acids in protozoa.

**Paul Biebel**, Professor of Biology. Ph.D., Indiana University, Bloomington, Indiana. Instructional interests include field botany and course work involving non-vascular plants. He is interested in the sex and reproduction in lower plants, especially desmids. Other research interests are the identification and cataloguing of mosses, liverworts, and lichens. He also maintains a collection of preserved plants acquired on field excursions with students.

**Richard M. Lane**, Associate Professor of Biology. Ph.D., University of Maryland. Teaching interests include physiology and embryology. He is a licensed pilot, and his current research is focused on the physiological responses to high altitude. (On leave 1980-81)

**Thomas Brennan**, Assistant Professor of Biology. Ph.D., Rutgers University. He teaches molecular biology and botany courses involving vascular plants. His research has included the metabolism of plant hormones and hydrogen peroxide and the effects of drugs upon certain enzymes in the mammalian liver. He is currently working on photosynthesis, particularly light modulation of chloroplast enzyme activity.

**Carl A. Strang**, Assistant Professor of Biology. Ph.D., Purdue University. Ecology and animal behavior are his teaching interests. His research interest lies in community ecology with special emphasis on the behavior of gulls.

**Paul A. Langer**, Assistant Professor of



Biology. Ph.D., University of New Hampshire. Teaching interests include vertebrate and invertebrate zoology. He is involved in research on the ecology and ethology of benthic marine organisms of the New England Coast.

**John E. Erickson**, Assistant Professor of Biology. Ph.D., University of Washington. He teaches courses in physiology and embryology. Current research interest is in the reproduction physiology of birds.

**105. Biological Aspects of Contemporary problems.** An introduction to the biological basis of contemporary problem areas. Topics covered in the past have included: human reproduction and population; pollution, drugs, medicine, and food additives; food supply and pesticides. Central to the discussion will be limitations involved in these problems and the human place within the biosphere. *This course will not count toward a major or minor in biology. Students will not receive graduation credit for Biology 105 subsequent to receiving credit for Biology 111 or 112. Three hours classroom each week.*

**111, 112. General Biology** The structure and function of living systems. Lectures, discussions and laboratory observations and experiments, designed to provide the informed citizen with an understanding of the fundamental principles and methods used in biology. *Three hours classroom and three hours laboratory each week.*

**213. Cytology** An introduction to the structure and function of cells, through lectures, readings, and laboratory work. The laboratory will include various types of micro-technique, such as sectioning and staining of tissues, radioautography, and photomicrography. *The class meets six hours each week. Prerequisite: 111, 112.*

**214. Ecology** Interactions between organisms and their environments. The fundamental principles of ecosystem, community and population ecology, as well as interactions between individual organisms and their environments, are reviewed from historical and present-day viewpoints. Several theories are tested in field and laboratory studies. *The*

*class meets six hours each week. Prerequisite: 111, 112.*

**215. Animal Behavior** The biological study of animal behavior. The evolutionary, physiological, and ecological aspects of the behavior of both vertebrates and invertebrates are examined. Through written reports and discussions, students apply biological concepts and methods to their observations of animal behavior in field and laboratory. *The class meets six hours each week. Prerequisite: 111, 112.*

**217. Genetics** Principles of heredity and their impact on population dynamics, evolution, and human society. Laboratory projects are designed to acquaint students with modern techniques of conducting genetic experiments with living organisms. *The class meets six hours each week. Prerequisite: 111, 112.*





218. **Embryology** The study of animal development. Approximately two-thirds of the classroom material deals with descriptive embryology and the remainder is devoted to mechanisms of development and their underlying biochemical bases. Laboratory work is evenly divided between observation of selected examples of vertebrate development and experimental investigations of developmental mental processes. *The class meets six hours each week. Open to freshmen with permission of the instructor. Prerequisite: one semester of General Biology.*

221. **Invertebrate Zoology** An integrated lecture and laboratory study of the anatomy, taxonomy, evolution, ecology, physiology, and embryology of invertebrates. Representatives of the major invertebrate phyla are examined in the field and in the laboratory. *The class meets six hours each week. Prerequisite: 111, 112.*

222. **Field Study of Plants** A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems. *The class meets six hours each week. Prerequisite: 111, 112.*

223. **Non-Vascular Plants: Structure and Function** An integrated laboratory and classroom study of morphology and physiology of lower plants. Emphasis will be placed on reproduction, growth, and developmental physiology of selected types in culture. *The class meets six hours each week. Prerequisite: 111, 112.*

225. **Vascular Plants: Structure and Function** A lecture and laboratory study of the anatomy and physiology of higher plants. Structure-function relationships in the cells, tissues, and organs of vascular plants, growth and development, photosynthesis, and selected additional topics will be studied. *The class meets six hours each week. Prerequisite: 111, 112.*

226. **Microbiology** The taxonomy, physiology, and heredity of bacteria, and viruses. Labora-

tory projects are designed to provide technical competence in handling micro-organisms. *The class meets six hours each week. Open to freshmen with permission of the instructor. Prerequisite: one semester of General Biology.*

232. **Molecular Biology** A lecture and laboratory study covering the metabolism of the major classes of molecules found in living systems. Includes metabolic pathways, enzyme structure and function, DNA, RNA, and protein synthesis, metabolic disorders, and other selected topics. The laboratory is designed to acquaint the student with the biochemical methods used to study the properties and behavior of biological molecules and their functions in cellular metabolism. *The class meets six hours each week. Prerequisite: 111, 112, Chemistry 251, 252 or permission of the instructor.*

233. **Physiology** A study of physiological mechanisms in the animal kingdom, stressing the structural and functional bases of biological activities. Emphasis is on vertebrate organs and organ systems. *The class meets six hours each week. Prerequisite: 111, 112.*

234. **Vertebrate Zoology** An integrated lecture and laboratory study of the anatomy, embryology, physiology and evolution of vertebrates. Representatives such as the lancelet, lamprey, shark, perch, mud puppy, pigeon, chicken and rat are studied from the perspective of functional anatomy. *The class meets six hours each week. Open to freshmen with permission of the instructor. Prerequisite: one semester of General Biology.*

301. **Special Topics** An in-depth study of specialized subject areas of biology. A recent topic was: *Experimental Virology*. Topic, course structure, credit, and instructor will be announced by pre-registration. *Prerequisites: at least two upper level biology courses, and permission of the instructor. Offered occasionally.*

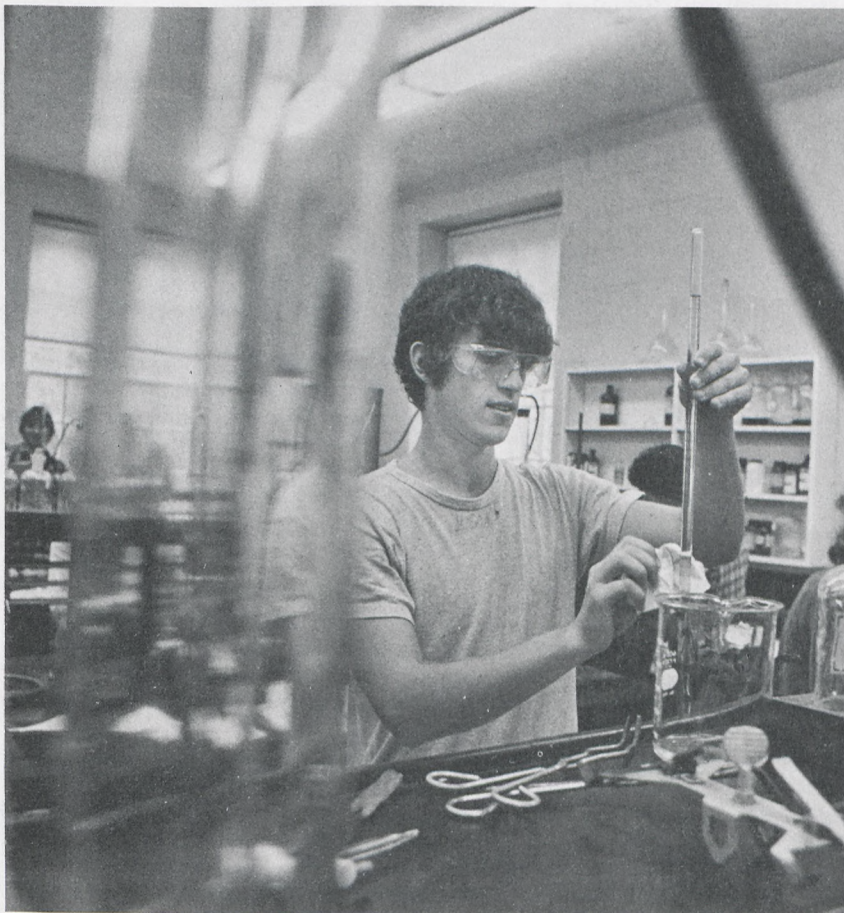
312. **Seminar** Reading, conference, writing, and oral presentation of reports. Some recent subjects were: *Mammalian Reproduction, Viruses, Plant Pathology, Community Ecology, and Cells in Culture*. *Prerequisite: Permission of the instructor. One-half course.*



**Major:** seven courses, including one of the following upper-level courses in botany: Biology 222, 223, or 225, and one of the following upper-level courses in zoology: Biology 215, 218, 221, 233, or 234. In addition, Chemistry 131, 132, 251, 252; Math 161, 162; Physics 111, 112, or 131, 132 are required. The seven biology courses required for the major may not include more than one course in independent study or research unless the student has received advanced placement beyond Biology 111-112, then two courses of independent study or research may be counted toward the major. Of the seven biology courses required for the major, at least three must be upper division laboratory courses (exclusive of independent study-research) taken in residence at Dickinson.

**Minor:** six courses, including one of the following upper-level courses in botany: Biology 222, 223 or 225, and one of the following upper-level courses in zoology: Biology 215, 218, 221, 233, or 234. In addition, Chemistry 131, 132 are required.

**Note:** A student intending to receive certification from the Pennsylvania Department of Education at the time of graduation *must* include within his or her program a course in botany, a course in genetics and a course in ecology. Students who contemplate graduate work in biology are encouraged to gain familiarity with one or more foreign languages (especially French, German, Russian), and to consult with their faculty advisers about taking additional courses in other sciences.





# Chemistry

The chemistry department provides students with knowledge and understanding of the composition, structures, properties, and transformations of natural and manmade substances through lectures, problem-solving exercises, —laboratory work, research opportunities, and outside speakers. The department maintains an informal, personalized atmosphere in which students, faculty, and support staff can work and talk with each other as friends. Qualified majors have the chance to help the department and other students as tutors or teaching assistants.

The courses in General Chemistry (Chem. 103, 104, 111, 112) are offered for students who wish to acquire or strengthen a background in chemistry but do not plan a career in science. The department feels keenly the need for citizens with some exposure to and appreciation of the questions, methods, and results of science and of its limitations as well. The Principles of Chemistry course (Chem. 131, 132) provides an in-depth introduction to chemistry for students planning to take further chemistry courses or to take a major in a science. Students considering a major in chemistry should schedule Principles of Chemistry their first year in order to allow time for a wider choice of elective in their upperclass years.

The advanced courses offered by the department are designed to meet the needs of students who are preparing for graduate work in chemistry or related areas, for medicine, dentistry, or other health profession; for high school teaching of chemistry; and for a wide variety of chemistry-related positions in industry and government. These courses provide background in the major subfields of chemistry, and those numbered above 350 provide the opportunity for advanced or specialized work.

The department has well-equipped laboratories for teaching and research, a chemistry library, a seminar room, stockrooms, classrooms, and faculty offices in Althouse Science Hall.

The chemistry department program and facilities are fully accredited by the American Chemical Society.

## Faculty:

**John E. Benson**, Professor of Chemistry. Ph.D., Princeton University. For many years he has worked in the areas of adsorption of gases on solids and the heterogenous catalysis of gas-phase reactions. More specifically, he has been studying the adsorption of hydrogen and oxygen on platinum, the catalysis of the decomposition of nitrogen oxides, and the chemical reactions involved in coal gasification.

**Gerald C. Roper**, Professor of Chemistry. Ph.D., Boston University. Physical-inorganic chemistry. His research areas include chemical thermodynamics, kinetics, and both theoretical and experimental molecular spectroscopy. He has a current interest in transition metal chemistry, specifically in complexes of gold.

**Robert E. Leyon**, Associate Professor of Chemistry. Chairman. Ph.D., Princeton University. His interests lie in analytical chemistry, especially spectroscopic methods of trace metal analysis, computer use in chemistry, and environmental chemistry. Two current projects are water quality surveys in two local streams and editing computer programs for use in various departmental courses.

**William R. Schearer**, Associate Professor of Chemistry. Ph.D., Princeton University. The synthesis of new and potentially useful organic compounds containing the tetrahydrofuran ring system is a continuing laboratory research project. A major interest is the chemistry of natural products, particularly the chemistry and biochemistry of nutrition. Other interests are in applied chemistry, chemical safety, and effective methods of teaching chemistry.

**Richard M. Sheeley**, Associate Professor of Chemistry. Ph.D., Brigham Young University. He specializes in the medicinal and biological aspects of organic chemistry, especially the relationship of molecular structure to physiological activity. His research has centered on the synthesis and structural elucidation of drugs affecting the central nervous system, the chemistry of chocolate, and the effect of food additives on pre-adolescent hyperkinesia.

**W. Jeffrey Hurst**, Part-time Instructor of Chemistry. M.S., Youngstown State University. His research deals with the use of liquid chro-



matography in the analysis of organic components in food and food-related compounds. Other interests include the applicability of fluorometry to biochemically related assays and a strong interest in ways to strengthen the industry-academic interface.

**Jeffrey G. Watson**, Part-time Assistant in Instruction. B.S., Dickinson College. He has been responsible for laboratory instruction in the elementary level courses of chemistry. His special interest is in the field of analytical chemistry.

**\*103, 104. General Chemistry** Similar to \*111, 112 below except that a term paper is required in place of laboratory work. For students planning to major outside the sciences. *Three hours a week classroom. This course will not satisfy the one-year laboratory science distribution requirement. Either course will, however, count as the third required course in Division III. If students elect to take 131, 132 in addition to 103, 104, graduation credit will be dropped for 103, 104 due to similarity in course content.*

**\*111, 112. General Chemistry** Some fundamental concepts of atomic structure, bonding, and states of matter. Nuclear chemistry, biological effects of radiation, nuclear power. Basic chemistry of air and water pollution. Effects of man's technology. Basic principles of organic chemistry and biochemistry. Applications in everyday life are emphasized. *Three hours classroom and two hours laboratory a week. This course sequence will not count toward major or minor requirements in Biology or Chemistry. Students who decide to pursue chemistry courses beyond the 100 level, after completion of 111 or 112, may with the approval of the department be allowed to enroll in 132. Students will not normally receive graduation credit for both 111 and 131, or both 112 and 251.*

**\*131, 132. Principles of Chemistry** Atomic and molecular structure, chemical bonding, physical and chemical equilibria, the kinetics of chemical reactions, the periodic table, and the elements. The laboratory work consists of elementary qualitative and quantitative analysis. *Three hours classroom and three hours laboratory a week.*





\*251, 252. **Organic Chemistry** The chemistry of carbon compounds. The various functional groups and their transformations are studied systematically. Reaction mechanisms, the formulation of synthetic schemes, stereochemistry, and the application of these principles are emphasized. Laboratory work involves the preparation and analysis of organic compounds. *Three hours classroom and four hours laboratory a week. Prerequisite: 132.*

\*331\*, 332. **Physical Chemistry** The fundamentals of chemical thermodynamics, kinetics, and quantum mechanics introduced as a unifying basis for the discussion of chemical and phase equilibria, electrochemistry, reaction mechanism, spectroscopy, and atomic and molecular structure. *Three hours classroom a week. Prerequisite: 131, 132, Physics 111, 112 or 131, 132 and Mathematics 161, 162.*

\*337, 338. **Experimental Physical Chemistry** Quantitative experiments in calorimetry, chemical and phase equilibria, surface phenomena, chemical kinetics, electrochemistry, spectroscopy and molecular structure. Scientific report writing and the analysis of data are stressed. *Four hours laboratory a week. Prerequisite: 331, 332 or concurrent registration therein. One-half course each semester.*

353. **Advanced Organic Laboratory Methods** Modern techniques and equipment for isolation, purification, identification, and synthesis of organic compounds. Emphasis on instrumental methods of structure elucidation, problem solving, and current chemical literature. *Three hours classroom and four hours laboratory a week. Prerequisite: 252.*

362. **Analytical Chemistry** Gravimetric, volumetric, optical, electrical, and separation techniques used in modern chemical analysis. Underlying theory and understanding of the analytical problem-solving process are emphasized. Laboratory work includes atomic absorption and ultraviolet spectroscopy, coulometry, chromatography, ionselective electrodes, and use of the computer. *Three hours classroom and four hours laboratory a week. Prerequisite: 332 or concurrent registration therein.*

431. **Inorganic Chemistry** Atomic and molecular structure, modern principles of chemical

bonding, chemical trends and the periodic table, coordination chemistry, reaction mechanisms of ligand substitution, transition metal chemistry, and chemistry of selected transition and representative elements. *Three hours classroom a week. Prerequisite: 332.*

472. **Biochemistry** Introduction to the chemistry of living systems, with emphasis on their molecular structures, chemical properties, metabolic pathways, and energetics. The chemical bases for biological phenomena are extensively examined. *Three class hours per week. Prerequisite: Chemistry 252.*

490. **Advanced Topics in Chemistry** Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics and catalysis. *Three hours classroom per week. Prerequisite: Permission of the instructor.*

**Major:** ten courses, including 131, 132, 251, 252, 331, 332, 337, 338, and at least two courses from 353, 362, 431, 472, 490. The remaining course is an elective from the five listed, independent study or independent research. In addition, Physics 111, 112 or 131, 132 and Math 161, 162 are required. (Geology 303, Geochemistry can be applied to the major).

**Minor:** six courses, including 131, 132.

**Note:** Any student desiring certification by the American Chemical Society should satisfactorily complete: 131, 132, 251, 252, 331, 332, 337, 338, 353, 362 and 431; one course of independent study or independent research with laboratory; and one course from 472, 490, advanced physics, or advanced mathematics. Courses in advanced mathematics, computer science, and German or Russian are strongly recommended. Apply through the department chairman.



# Classical Studies

Isocrates wrote, "Past deeds are indeed a common legacy to us all. But to make proper use of them, to conceive rightly their details and document them with polish is the gift of those who think." Courses in classical languages give opportunity for such thought about the past. Drawing upon the literature, history, and culture of Greece and Rome, students are challenged to examine the details of antiquity and to find the inspiration and practical wisdom of peoples faced with problems similar to those of today.

Courses offered by the department acquaint students with those Greek and Latin authors whose greatness stands undiminished by the judgment of time. The department concentrates on a few of these authors spanning the eighth century B.C. to the Christian era of the late Roman period. The program includes both elementary and advanced courses, with majors in either Latin or Greek. Hebrew texts are also studied in the department in recognition of their role as significant sources of ancient life.

Dickinson College is affiliated with the Intercollegiate Center for Classical Studies in Rome, administered by Stanford University, and majors are thus afforded an opportunity to study within sight of the monuments themselves. The department also joins with the University of Leeds each summer in a dig in Northern England.

Recent graduates of the program have gone to such graduate schools as Harvard, Michigan, Ohio State, Princeton, Cambridge, Dublin, and Oxford. All majors of recent years who wished to continue their education in classics have been accepted to programs of their choice. Many, however, have chosen to teach on the secondary level, and there will continue to be a need for teachers of Latin in high schools, private or public. Many students have chosen to major in classical languages as preparation for professional training, law school, theological seminary, and even medical school.

## Faculty:

**Philip N. Lockhart**, Professor of Latin. Ph.D., Yale University, 1959. His Latin research

centers on Vergil and Vergilian interpretation, especially the *Georgics* and Servius' commentaries on the poetry. In Greek he has published on Homeric language and Hellenistic epigraphy. Another field of research is ancient cattle raising. For his teaching he extends into linguistics and literary criticism.

**Robert D. Sider**, Professor of Classical Studies. D.Phil. Oxford University. Scholarship focuses on Early Christian literature and, in the Renaissance, the New Testament work of Erasmus. He has published on the continuation of the classical tradition of rhetoric in Tertullian, and on the relation between literature and theology in Christian writing of the second century A.D. Interests include Roman history and late Hellenistic philosophy.

**Stanley N. Rosenbaum**, Associate Professor of Religion and Classics. Ph.D., Brandeis University. He has taught virtually everything in Judaica from Adam to Zionism, but feels especially at home in Hebrew Bible and in American Jewish history. Current research centers around a commentary on the Book of Amos.

**R. Leon Fitts**, Associate Professor of Classical Studies. Chairman. Ph.D., Ohio State University. He specializes in ancient history, archaeology, Thucydides, and Catullus. His scholarship has focused on fifth century Athens and Roman Britain, particularly on the Brigantes of that province of Rome. Other interests include Greek and Latin epigraphy and ancient sports.

**Rosalind D. Rosen**, Part-time Instructor in Latin. M.A., University of California at Berkeley. She offers instruction in the introductory level Latin courses. Her academic interest is in Roman history.

# Classical History

251, 252. **Hellenic History** First semester: a study of Minoan and Mycenaean civilization, the Homeric problem and rise of the polis, the Persian Wars, and the development of Athenian democracy to 478 B.C. Second semester: Greek history from 478 to 323 B.C. *Alternates with 253, 254. To be given in 1982-1983.*



253, 254. **Roman History** First semester: a study of the Roman state from prehistoric times to the end of the Republic. Second semester: Roman history from the establishment of the Principate to the death of Justinian, 565 A.D. *To be given in 1981-1982.*

## Greek

101-102. **First-Year Greek** Drill on the fundamentals of Greek grammar and the study of vocabulary. Selected prose, such as Plato's *Euthyphro* and *Crito*, are read in the second semester. *Please refer to Graduation Requirements (Languages).*

211-212. **Second-Year Greek** First semester: an introduction to Homer's *Iliad*. Second semester: the reading of selected tragedies of Euripedes. *Prerequisite: 101-102 or the equivalent.*

214. **The Greek New Testament** Readings in Greek from the New Testament with additional selections from the non-canonical literature of early Christianity. Consideration will be given to syntax and style as well as to the thought and intention of the writers. Topics may vary from year to year. Readings for 1981-82: *The Epistle of St. Paul to the Romans*, and *The Letter of St. Ignatius to the Romans*. *Prerequisite: Greek 102.*

233. **Herodotus** A study of Herodotus as historian. *Prerequisite: 211-212 with a grade of at least C. To be given in 1981-1982.*

243. **Homer** A study of the *Odyssey*, with comparative readings in Hesiodic epic. *Prerequisite: 211-212 with at least C. To be given in 1981-1982.*

391-392. **Seminar:** Greek Drama a study of the Greek theater, with special emphasis on tragedy and comedy as literary types. *To be given in 1982-1983. Prerequisite: 233 or 234 or permission of the instructor.*

393. **Research Seminar** A reading, research, and conference course on selected areas of Greek literature. *Given in alternate years. To be given spring 1982. Prerequisite: 233 or 234 or permission of the instructor.*

**Major:** ten courses numbered 102 or above. Classical Studies 251 and 252 may be counted toward this requirement. Philosophy 400 may be substituted for either of these Classical Studies when the subject matter is Plato.

**Minor:** six courses numbered 102 or above. Classical Studies 251 or 252 may be counted toward this requirement, but not both.

**Note:** it is recommended that majors elect Fine Arts 202.

## Hebrew

101-102. **First-Year Biblical Hebrew** Fundamentals of Hebrew morphology and grammar. Second term includes readings from Biblical narrative texts. *Please refer to Graduation Requirements (Languages).*

211, 212. **Second-Year Hebrew** Review of grammar, rapid reading of selected texts; Book of Amos in the second semester. *Prerequisite: 101-102 or the equivalent.*

**Note:** A major and minor are not offered in Hebrew. Interested students should refer to the Judaic Studies program.

## Latin

101-102. **First-Year Latin** Drill in the fundamentals of Latin grammar and vocabulary. Selected prose from the Roman Republic is read in the second semester. *Please refer to Graduation Requirements (Languages).*

111, 112. **Second-Year Latin** Review of Latin syntax. Readings from Cicero in the first semester, Vergil's *Aeneid* in the second semester. *Prerequisite: 101-102 or the equivalent.*

233. **Roman Historians** Readings from Roman historians, with particular emphasis on Livy. *Prerequisite: 111 or 112.*

234. **Latin Poetry** Horace, *Odes* and *Epodes*; Catullus; the *Elegists*; Ovid. The topic varies from year to year. *Prerequisite: 111 or 112.*



331. **Cicero** Essays and letters, with stress on intellectual life of the age of Cicero. Given every third year. To be given in 1981-1982. Prerequisite: 233 or 234.

332. **Vergil** *Aeneid* VI-XII, studied in the light of ancient poetical theory and the epic tradition. Given every third year. To be given in 1981-1982. Prerequisite: 233 or 234.

341. **Caesar** The *Bellum Civile*, with special stress on Caesar as prose stylist. The nature and purpose of the *Commentaries* as a literary type. Given every third year. To be given in 1983-1984. Prerequisite: 233 or 234.

342. **Lucretius** The philosophy and poetry of the *De Rerum Natura*. Given every third year. To be given in 1983-1984. Prerequisite: 233 or 234.

351. **Juvenal** The nature of rhetorical poetry. Careful reading of the *Satires*. Given every third year. To be given in 1982-1983. Prerequisite: 233 or 234.

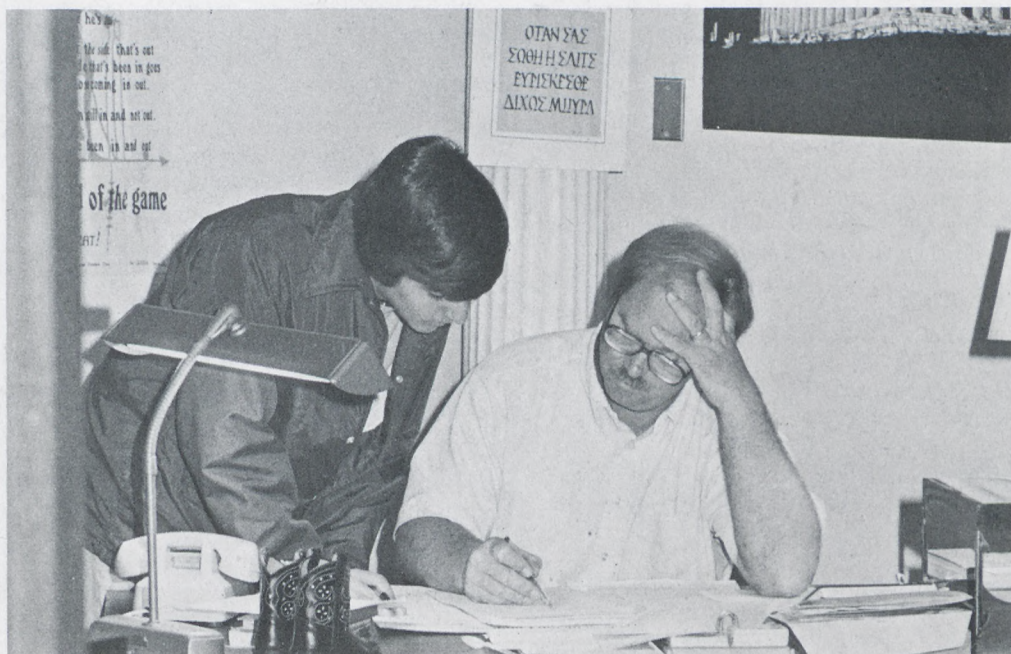
352. **Tacitus** Readings in the *Annals* and shorter works. Tacitus as historian and historical source. Given every third year. To be given in 1982-1983. Prerequisite: 233 or 234.

391, 392. **The Latin Language** First semester: introduction to historical grammar and syntax. Second semester: the syntax of Classical Latin. Given in alternate years. To be given in 1982-1983. Prerequisite: 233 or 234 or permission of the instructor.

393, 394. **Seminar** Readings and conferences in a special topic of Latin literature. Introduction to research in classical studies. Given in 1981-1982. Prerequisite: 233 or 234 or permission of the instructor.

**Major:** ten courses number 111 or above, including 111, 112, 233, 234; or the equivalent of these courses. Classical Studies 253, 254 may be counted toward this requirement.

**Minor:** six courses number 111 or above, including 111, 112, 233 or 234. Classical Studies 253 or 254 may be counted toward this requirement, but not both.





# Comparative Civilizations

The Comparative Civilizations Program is intended to orient liberal education, in some systematic manner, to the experience of mankind as a whole. Comparative civilization studies are concerned with the multiple problems of construction and living within major alternative civilizational designs and the light which the comparison of diverse civilizations can throw on our understanding both of our own traditions and of the ways in which civilizational phenomena of any kind arise from the experiences of human beings and give coherent shape to them.

The Comparative Civilizations Program consists of all courses offered at Dickinson College that focus on either (a) comparison of civilizations or of their essential components or of the historical processes by which they have evolved or disintegrated or (b) encounters between particular civilizations or between a civilization and less complex societies, in either case provided that at least half of the time in the course is devoted to materials from outside of the traditions that have shaped the modern West or entered into its composition. Courses offered by particular departments which also meet the criterion for the Comparative Civilizations Program and the comparative civilizations distribution requirement (See Graduation Requirements: Distribution) will be listed each semester in the Preregistration Booklet. In addition the program itself offers four courses.

## Faculty:

**Vytautas Kavolis**, Professor of Sociology. Ph.D., Harvard. Past publications: sociology of art, comparative social problems, cultural psychologies. Current research: empirical mapping of moral cultures, comparative histories of self-hood and sociability, social and cultural movements, welfare society and its predicaments, encounters of religion and secularity.

**Harry Krebs**, Associate Professor of Comparative Civilizations. Coordinator. Ph.D., Temple

University. Various teaching responsibilities in different departments cover the arts, religions, and philosophies of Asian Civilizations. Research interests in Buddhist epistemology, comparative studies of aesthetic sensibilities, and modern Japanese thought.

**Neil B. Weissman**, Assistant Professor of History. Ph.D., Princeton University. Areas of specialization involve the comparative history of Russia, Japan, and Germany, with emphasis on the impact of modernization on traditional societies and cultures. His research deals with revolution and political change in late Tsarist and early Soviet Russia.

**102. Selected Problems in Civilizational Analysis** Exploration of some problem of general human significance as it has been dealt with by two or more of the world's major civilizations.

**105. Non-Western Civilizations** A sustained study of a particular non-Western civilization: India, China, Japan, civilizations of the Near East, Africa, or ancient America.

**200. Special Topics in Non-Western Studies** Exploration of topics of general human significance as they have been dealt within one or more of the world's non-Western civilization. *Prerequisite: Sophomore standing or instructor's permission.*

**490. Issues in Comparative Civilizational Studies** A faculty-student seminar intended for the joint discussion of questions of method and substance arising in the comparative study of civilizations. *Prerequisite: Permission of the instructor(s).*

No major or minor is offered in the program. Interested students should explore the feasibility of a self-developed major, proposed in cooperation with the Committee on Comparative Civilizational Studies.

# Computer Science

See Mathematical Science



# Dramatic Arts

While not particularly useful to those who wish to enlarge their possessions or raise their station in society, courses in dramatic arts are presented for those who wish to develop their histrionic capacity. We believe this capacity is shared by all and is to be enriched by the study of the techniques and history of theatrical expression. The courses are offered not only for that purpose but also for the sake of the College's cocurricular programs. The Mermaid Players, the Freshman Plays, lab shows, and the Dance Theatre Group all benefit from the contribution of those students who study dramatic arts.

## Faculty:

**David Brubaker**, Professor of Dramatic Arts. B.A., Franklin and Marshall College. He combines his teaching with acting in the professional theatre. His interest in theatre history has focused on Renaissance and on Japanese theatre forms.

**Jim Drake**, Designer and Technical Director for The Mermaid Players. B.A., Dickinson College. He has taught and designed at Goddard College. His particular artistic interests are theatrical design and lighting.

**Christine Amoroso**, part-time Instructor in Dance. B.S., Duquesne University. She has studied dance at Temple University and has performed with Danceteller. She is particularly interested in choreography and the Wigman approach to dance.





# Economics

Thomas Malthus said almost 200 years ago, "Political economy is perhaps the only science of which it may be said that the ignorance of it is not merely a deprivation of good, but produces great positive evil." The department of economics offers a program of study designed to facilitate an understanding of our economy and other economic systems from divergent and critical perspectives. More specifically, the major provides a useful knowledge of the theoretical, statistical, and historical approaches to the study of a broad range of contemporary domestic and international economic problems and policy issues. These include such problems and issues as economic decision-making, efficiency, unemployment, inflation, government spending, taxes, regulation, distribution of income, alienation, industrial concentration, foreign trade, and third-world poverty. In addition to economics course offerings in these areas, the department serves the general college community by offering business course sequences in accounting and finance.

Students have the opportunity to develop writing and research skills by engaging in economic research. These research projects allow students to broaden their knowledge in areas of particular individual interest. Economics majors also have the opportunity to bring to bear ethical and moral principles on the study of economics. Knowledge is seen in the classical liberal tradition as a guide to individual action in order to improve the human condition as well as enhance the individual.

The major in economics meets a broad range of individual needs in both career choices and graduate study. It offers a fine preparation for graduate study in economics, law, business, and public administration. The graduate in economics will have acquired analytical skills, communicative capabilities, as well as statistical and computer skills which can provide entree to promising careers in either private or public enterprise.

## Faculty:

**A. Craig Houston**, Professor of Economics. Chairman. Ph.D., The Pennsylvania State

University. He has two emphases in his teaching. His interest in macroeconomics finds expression in the traditional introductory, intermediate macroeconomics, and banking courses. His interest in non-renewable resources, technology, energy, and land use, and the ecosystem is reflected in his approach to the history of economic thought and in environmental economics. He is currently working on energy economics and on decentralistic economics.

**John L. King**, Associate Professor of Accounting. M.A., University of Denver. He specializes in accounting and other business related subjects. Before joining Dickinson, he spent two years with C.P.A. firms and acquired five additional years of business experience with a large multistate holding company as senior accountant, assistant comptroller, and budget director. He also serves as pre-business adviser for the student body.

**Barry A. Love**, Assistant Professor of Economics. Ph.D., University of Virginia. He specializes in economic theory, applied microeconomics, and public finance. Other interests include the economics of law and the economic approach to public policy questions. His research interest currently centers on the participation costs of transfer programs.

**Charles A. Barone**, Assistant Professor of Economics. Ph.D., The American University. Political economy with emphasis on international and third world studies. Current research on the S. Korean economy and U.S. re-industrialization. Secondary interests are in the labor movement, economic democracy, history of economic thought, and economic inequality.

**Ashok K. Kapoor**, Assistant Professor of Economics. M.B.A. (Finance), M.A. (Economics), University of Minnesota. He is interested in contemporary business and economic problems in the area of finance, investments, and marketing.

**John H. Wilhelm**, Assistant Professor of Economics. Ph.D., University of Michigan. Research interests are in the area of Soviet economics and macroeconomic policy.

**Vincent A. La France**, Instructor of Economics.



B.S., University of Delaware. Microeconomic Theory, Industrial Organization, and Antitrust and Regulation comprise his primary fields of interest. His current research for his Ph.D. dissertation involves an examination of the U.S. television receiver industry and the problem of TV imports. Other interests include economic thought before Adam Smith and the role of values in economic life.

**Donald L. Losman**, Part-time Professor of Economics. Ph.D., University of Florida. His teaching interests are in international economics, public finance, comparative economic systems, the economics of national security, and economic development. His research specializes in the defense industrial base and in the nature of inflation and its impact.

**Sing-Huen Morgan**, Part-time Assistant Professor of Economics. M.A., University of Michigan. Courses of specialization: macroeconomic theory, microeconomic theory, national economic policy, and international economics. Areas of interest: domestic fiscal, monetary theory and policy, and international economics.

**114. A Contemporary Economic Issue** A current economic topic which has important public policy implications is examined. The topic, to vary from time to time, will be announced prior to registration.

**121. Introduction to Economics** A study of the fundamentals of economic analysis and of basic economic institutions. Topics which may be covered at the discretion of the instructor include the structure of modern markets; the activities of market participants in the production, pricing, and consumption of goods; measures of aggregate economic activity; the determination of national income and its distribution; the monetary system and the fiscal role of government; international trade theory and payments mechanisms. A variety of perspectives on contemporary economic problems are treated and alternative economic policies are analyzed.

**123. Radical Political Economy** An alternative analysis of our contemporary socioeconomic system from a critical radical perspective.

Designed as an introduction to radical political economy through the study of Marx and the work of more contemporary radical economists. Focuses on the radical analysis of such contemporary socioeconomic problems as: corporate power, stratification, poverty and inequality, sexism and racism, alienation, recessions and depressions, and imperialism. Socialism as an alternative to our present system is explored through the study of present socialist experiences as well as contemporary radical visions of what socialism might be like in the U.S. NOTE: Experimental course structure and learning formats are utilized.

**222. Environmental Economics** A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making processes which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution will be examined. A range of potential policy measures, some consistent with our life style and some not, will be evaluated. *This course is also cross-listed as Environmental Studies 222. Prerequisite: Economics 121 or the equivalent.*

**\*229, 230. Accounting Principles** An introduction to the field of accounting. A conceptual approach is emphasized utilizing the logic of the double entry system as a tool to achieve an intensive understanding of organizations. Application of concepts to specific management problems is also emphasized. Designed for those interested in business and legal careers and for those who wish to apply accounting principles to understand consumer economic problems. *These courses do not count toward the distribution requirements.*

**235. Corporate Finance:** An introduction to principles of financial management including concepts of risk, return, capital asset pricing model, working capital, capital budgeting, debt/equity financing, cost of capital, and



dividend policy. *Prerequisite: Economics 229 or permission of the instructor.*

**238. Investment Analysis And Portfolio Theory** Focus on private and government securities markets. Technical and fundamental theories of investment analysis. Portfolio theory and policy for individuals and institutions. *Prerequisite: Economics 121; Economics 235 recommended.*

**253. The Economics of Labor** A survey of labor markets in the United States, with special emphasis on the significance of trade unions, and of the institutional circumstances and theoretical rationale for the determination of wages, hours, and other conditions of employment. *Prerequisite: 121 or the equivalent.*

**268. Intermediate Macroeconomic Theory A** study of national accounting with emphasis on consumption, investment, and government expenditure patterns. Analysis of theories of income determination and of growth at the aggregate level as well as an examination of production flows among industrial sectors. *Prerequisite: 121 or the equivalent.*

**278. Intermediate Microeconomic Theory** Theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners. *Prerequisite: 121 or the equivalent.*

**314. Special Topics** See Economics 114 above. Special advanced topics. *Prerequisites: Economics 121 and possibly Economics 268 and 278.*

**344. Public Finance** Theoretical analysis of the interaction of the public and private sectors emphasizing problems of allocation and distribution. Topics will include economic rationales for government, public expenditure theory, redistribution of income, collective decision-making, and taxation. *Prerequisite: 121 or the equivalent. Recommended: 278.*

**347. Money and Banking** A study of the role of money and credit in the United States economy. This includes an examination of the functions of money, the commercial

banking system, the Federal Reserve System, and other domestic financial institutions. Various theories of money will be studied. The monetary and financial policies and practices of the Federal Reserve System and the United States Government will be analyzed and appraised. *Prerequisite: 121 or the equivalent.*

**348. International Economics** An introduction to the determinants of international trade patterns, the causes and consequences of public policies to control trade, the operation of the international monetary system and its effect on national economies, rich and poor country relationships, theories of imperialism, and the emerging role of the multinational corporation. Designed for economics majors and other students interested in international studies. *Prerequisite: 121 or equivalent. Recommended: 278.*

**349. Economic Development** An introduction to the causes of and proposed solutions to world poverty from an international political economy perspective to include the colonial legacy of the third world, underdevelopment as a regressive process, alternative development strategies and policies, social and political structures, and simple growth and planning models. Designed for economics majors and other students interested in international studies and Latin American Studies. *Offered in alternate years. Prerequisite: 121 or equivalent.*

**350. Industrial Organization and Public Policy** A study of the relationship between market structure and economic performance in U.S. industry, followed by an examination of alternative public policies designed either to complement or to alter this relationship in the public interest. *Prerequisite: 278.*

**\*361, 362. Intermediate Accounting Principles** An advanced treatment of the material in Economics 229, 230 with a more technical application of this material to more complex organizations. This course is intended for pre-business and pre-legal students and for those who wish a better understanding of complex business organizations. *Prerequisite: 230. These courses do not count toward distribution requirements.*



371. **Topics in Economic History** Focus on North America and Western Europe since the Industrial Revolution, on economic growth in several dimensions, especially agricultural, industrial, organizational, technological, and urban. The United States receives greatest attention. *Prerequisite: Economics 121 or permission of the instructor.*

375. **Econometrics** The application of statistical techniques such as multiple regression to the modeling and forecasting of economic phenomena. Both macro- and microeconomic applications will be studied. *Prerequisite: Economics 268 and 278; Math 121, 222, or permission of instructor.*

376. **Alternative Economic Systems** A study of the goals and means of economic systems which are fundamentally different from our own. The systems considered will be both theoretical models, such as those of perfectly competitive capitalism and market socialism, and actual cases, including those of the Soviet Union, China, and Yugoslavia. *Prerequisite: 278.*

378. **Managerial Economics** Application of theoretical concepts to decision making processes of public and private enterprises. Focus on decision models, forecasting, measurement of demand, costs, production, and pricing policies. *Prerequisite: Economics 278 or permission of the instructor.*

473. **History of Economic Thought** A critical presentation of significant economic theories from the beginning to the present time, viewed as an expression of the individuality of the great thinkers and of their historical background. *Prerequisite: 121 or the equivalent.*

475. **Mathematical Economics** Selected topics, to be announced prior to registration, in theoretical or applied economics, using mathematical or statistical techniques. *Prerequisite: senior major or permission of the instructor.*

495, 496. **Economics Seminar** A reading, research, and conference course on selected economic topics. *Prerequisite: senior major or permission of the instructor.*

**Major:** nine courses in economics, including 121, 268, 278, either 495 or 496, and at least three courses from the following group: 123,

222, 253, 314, 344, 347, 348, 349, 350, 371, 375, 376, 378, 473, 475; also Mathematics 161 and one course in statistics (Math 121, 222, or 321). In order to assure depth in the major, no more than two of the following courses (229, 230, 235, 238, 361, and 362) may be counted toward the nine-course major requirement.

**Minor:** six courses, including 121, 268, and 278.

**Note 1:** Course scheduling—The student who expects to major in economics should begin the Mathematics sequence early. It is recommended that 268 and 278 be elected during the sophomore year. Prospective majors, as well as those planning graduate study in economics or business, should consult the department early concerning other course options.

**Note 2:** Departmental honors—Any student with a 3.33 average in the major may undertake a two-course independent research project. Departmental honors will be awarded if the two courses are over and above the nine required courses, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed.

## Education

See Psychology and Education



# English

Most students come to a liberal arts college in hopes of broadening their perspectives, and the English department offers them access to many of the richest and most varied "worlds" our language can describe. The skills taught—whether they involve ways of arriving at a clear and valid understanding of what Shakespeare said 400 years ago or ways of putting together a coherent argument today—are quite simply those needed to understand how language both reflects and shapes human experience.

At the core of the department's curriculum is a group of five courses, designed to ensure that students gain a sound background in literature to prepare them for more advanced offerings. Work in the core courses, all of which are required for English majors, includes reading works of major British and American authors, learning various critical approaches to literature, and understanding the cultural and historical backgrounds of each literary period. The development of sound writing skills is also one of our primary goals, both in literature courses and in the complete sequence of expository and creative writing courses which we offer. All majors participate in a tutorial or seminar, usually in their senior year, which gives them the chance to work closely with a faculty member in a subject of particular interest.

The majority of our offerings are, of course, open to students other than English majors, and the department encourages non-majors to broaden their cultural and linguistic horizons by taking one or more of our classes. The curriculum tries to help students to develop analytical skills in writing and critical thought, skills which are useful for college work as well as in the world beyond the classroom. In the recent past, English majors have drawn on their experience here by entering careers in business, law, teaching, journalism, and government services.

## Faculty:

**William H. Wishmeyer**, Professor of English. Ph.D., University of Pennsylvania. His central areas of study are 18th and 19th century British literature; specific interests are the

novels and plays of the period, currently with a focus on Charles Dickens and George Eliot.

**Candadai K. Tirumalai**, Professor of English. Ph.D., University of Pennsylvania. His specialty is 19th and 20th century English literature. His current research interest is the work of Philip Larkin. (On leave 1980-81)

**William A. Harms**, Associate Professor of English. Ph.D., Indiana University, Bloomington, Indiana. His primary field is 19th and 20th century English and European literature. Most recently he has turned to modern drama and the special teaching problems of relating theatre to literature. Additional interests include Irish literature and the comparison of literature to the other arts.

**Kenneth M. Rosen**, Associate Professor of English. Ph.D., University of New Mexico. He specializes in contemporary American literature. His most recent research has centered on Ernest Hemingway and American Indian literature. (On leave Spring 1981)

**Dorothy W. Culp**, Associate Professor of English. Chairwoman. Ph.D., Columbia University. Her teaching interests include Renaissance, Restoration, and 18th century literature. Current research interests focus on the presentation of love in Renaissance lyric, narrative, and drama.

**Donald V. Bowie**, Associate Professor of English. M.A., The Johns Hopkins University. Author of the memoir *Station Identification* and the novel *Cable Harbor*, Professor Bowie is currently at work on a second novel, *Moving Targets*. In his creative writing courses, he teaches poetry as well as fiction and non-fiction. He is interested in Broadway theater and in film production.

**Sharon O'Brien**, Assistant Professor of English. Ph.D., Harvard University. Her teaching specialty is American literature of the 19th and 20th centuries. Research interests include the relationship between literature and culture, literature biography, women's fiction, and popular culture.

**Thomas L. Reed, Jr.**, Assistant Professor of English. Ph.D., University of Virginia. His field is medieval literature, with special emphasis on Chaucer and aesthetic theory. Other



research interests include the romance as a literary genre.

**David L. Kranz**, Assistant Professor of English. Ph.D., University of California, Berkeley. His scholarship focuses on Shakespeare and the Renaissance, in particular the influence of classical literature, philosophy, and religion on English drama and poetry. Other interests include literary theory and criticism, rhetoric and composition, and English pedagogy.

**Robert P. Winston**, Assistant Professor of English. Ph.D., University of Wisconsin-Madison. He specializes in American literature before 1914. He is particularly interested in the development of the early American novel, and his current research focuses on works by James Kirke Paulding and Robert Montgomery Bird in the context of a growing American romance form.

**Ellen Rosenman**, Instructor in English. B.A., Bryn Mawr College, 1973. Teaching and research interests: expository writing, women in literature, Shakespeare, drama.

**100. English Composition** Closely supervised practice in effective writing with emphasis on basic skills. Small group tutorials or individualized instruction. *Does not count toward an English major.*

**120. Introduction to Literature** Reading and analysis of poetry, drama, fiction, and non-fictional prose, selected from a range of chronological periods.

**121. Topics in Literature** Selected topics in English and American Literature, providing an introduction to the techniques of literary analysis. Topics may include 20th Century Poetry and Fiction, the Short Story, Images of Women, the Quest, and the Political Novel.

#### **Core Courses (201-205):**

Designed to expose the student to a broad range of English and American Literature and literary criticism, these courses will each stress the development of sound reading and writing skills. Close attention will also be given to the precise formal and generic character of each work and its relationship to a particular historical and cultural milieu.

**201. Medieval Literature** The literature of Medieval England, including *Beowulf*, samples of the earliest English drama, and the works of the *Gawain* poet, Chaucer, and Langland. *Open to freshmen with the permission of the instructor.*

**202. Renaissance Literature** The literature of Renaissance England, including the poetry of Sidney, Spenser, Shakespeare, Donne, and Jonson, and selected plays of Shakespeare and his contemporaries.

**203. Restoration and 18th Century Literature** English literature from the restoration of Charles II to the death of Johnson, including works by Milton, Dryden, Swift, Fielding, Pope, and Johnson.

**204. 19th Century Literature** The literature of the Romantic and Victorian periods, stressing the work of Wordsworth, Tennyson, and Arnold; other writers studied include Austen, Dickens, George Eliot, and Hardy.

**205. American Literature** An introductory survey of a limited number of American literary figures, including Emerson, Hawthorne, Twain, James, Fitzgerald, and Faulkner, with emphasis on pre-20th-century literature.

**211. Expository Writing** A course in expository prose which focuses on the writing process itself, emphasizing the organization of ideas and development of style. Seminars, group tutorials, or individual instruction.

**212. Writing: Special Topics** A course in analytical thinking and writing which develops expository skills through the exploration of such topics as Popular Culture, the Short Story, Sport in American Life, and Journalism. May include research papers. Seminars and workshops.

**213. History and Structure of the English Language** The origins and growth of British and American English, together with an introduction to generative-transformational grammatical theory and an intensive review of conventional grammar.

**218. Creative Writing** A workshop on the writing of fiction, poetry, criticism, essays, and/or drama.



**291. Studies in the Literature of the Western World** Readings, in English translation, of masterpieces from the ancient, medieval, renaissance, and modern periods of non-English European literature. Several versions of the course are possible: the traditional survey (e.g. Homer to Dante, Rabelais to Ibsen), the genre study (e.g. tragedy from Aeschylus to Racine, the European novel, the epic), or a theme course (e.g. The Classical and Christian in Western Literature, The Idea of the City, Love in the Western World). *The course may be taken for credit with the instructor's permission if readings are not repeated.*

**294. Literature of the Non-Western World** Readings in English translation from the literary classics of Islam and India and (in alternate years) China and Japan; emphasis on religious and cultural backgrounds and on comparison of the literary genres to their Western counterparts. Course may be re-taken for credit to cover all the material. *Prerequisite: one course in literature.*

**312. Advanced Expository Writing** Recommended for students with demonstrated competence in writing skills, this course pays special attention to sophisticated critical analysis, development of ideas, and style. *Prerequisite: Permission of the instructor on the basis of a writing sample.*

**319. Advanced Creative Writing** Writing and discussion of fiction, poetry, criticism, and/or drama, with emphasis on editorial adaptation for the literary marketplace. *Prerequisite: 218 and the permission of the instructor.*

**322. Topics in English Literature** Topics may include Irish Literature, The Romance, Literary Theory, Shakespeare on Film. *Prerequisite: any core course.*

**323. Topics in American Literature** Topics may include American Indian Novels, The Frontier and the West, Autobiography, and Women Writers. *Prerequisite: 205.*

**328. Practical Literary Criticism** A "workshop" course in which formal and stylistic characteristics of drama, fiction, and poetry are examined together with the dominant schools of literary criticism. The format requires

close textual analysis of several works and teaches the student to generate his or her own evaluative standards. *Prerequisite: any core course.*

**331. Advanced Studies in Medieval Literature** Topics may include The Medieval Romance, The Literature of "Courtly Love," Medieval Drama, or an interdisciplinary subject such as "Images of Death in the Art and Literature of the Middle Ages." *Prerequisite: 201.*

**336. Chaucer** The poet and his century, with emphasis on *The Canterbury Tales*. *Prerequisite: 201.*

**341. Advanced Studies in Renaissance Literature** Topics may include The World of *The Faerie Queene*, The Image of Women in Romance Fiction, Marlowe and Spenser, Tragedy, 17th Century Poetry: The Age of Revolution, Donne and Jonson. *Prerequisite: 202.*

**342. Renaissance English Drama** Plays from the Tudor and Stuart periods with emphasis on Marlowe, Jonson, Webster, and Shakespeare. *Prerequisite: 202.*

**346, 347. Shakespeare** A selection of plays in every period and genre of the canon—early, romantic, and dark comedies, English history plays, Roman plays, tragedies, and romances—and a sampling of critical approaches to the plays. Different selections in successive semesters. *Prerequisite: 202.*

**351. Advanced Studies in Restoration and 18th Century Literature** Topics may include English Satire and the Classical Tradition; Comedy; Pope and Swift; Johnson, Boswell, and the Art of Biography; 18th Century Literature: An Interdisciplinary Approach. *Prerequisite: 203.*

**356. Milton** Detailed study of the poetry and prose with emphasis on the social and historical background and on the development of Milton as a poet. *Prerequisite: 203.*

**361. Advanced Studies in 19th Century Literature** Topics may include Austen, Keats, Tennyson, Browning, Dickens, Hardy, Aestheticism in Selected 19th Century Writers, 19th Century Literature: An Interdisciplinary Approach. *Prerequisite: 204.*

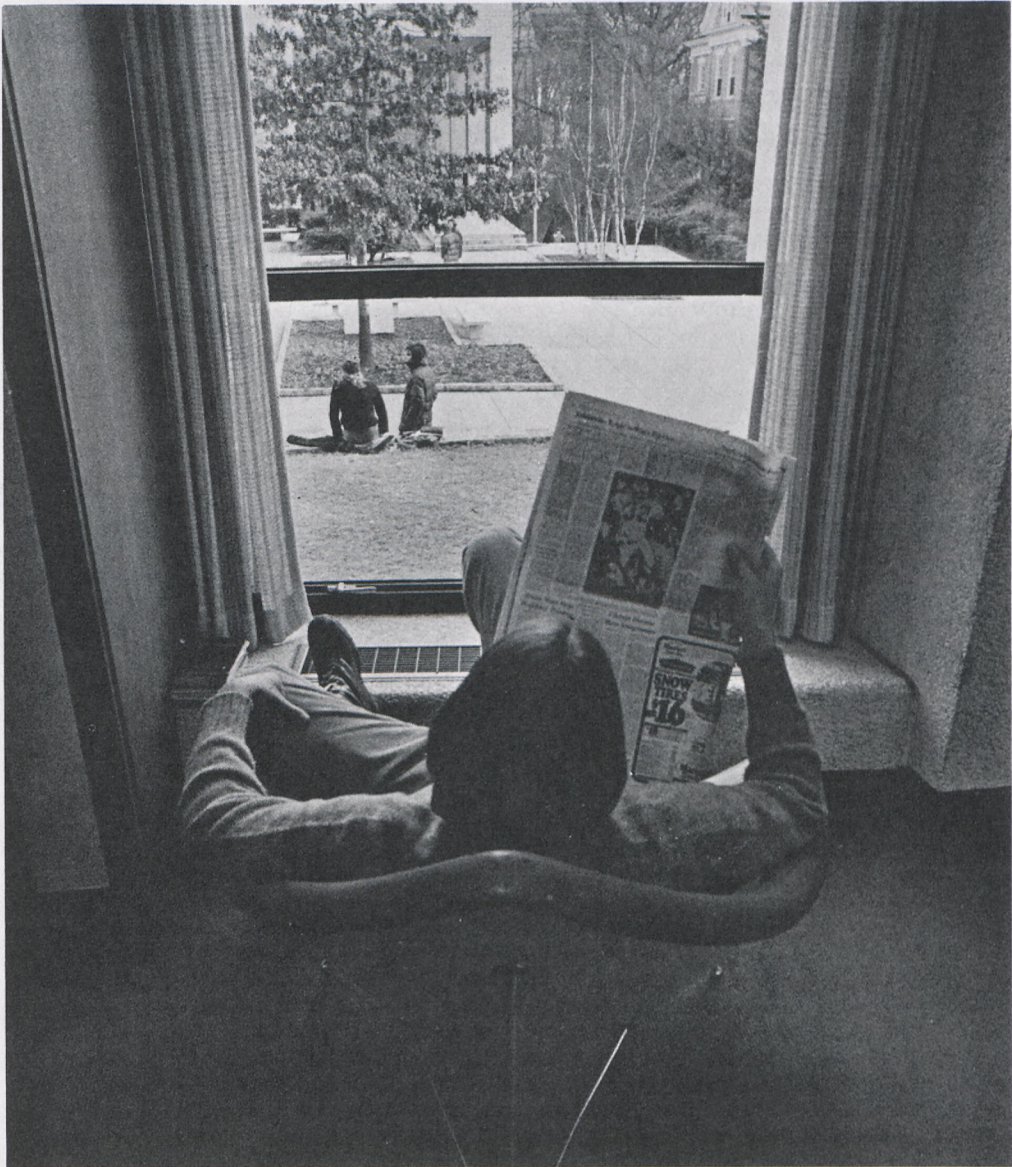


363. **The English Novel** The Development of the novel as a genre, emphasizing major works from the 18th and 19th centuries; close attention to novels by Richardson, Fielding, Austen, Dickens, George Eliot, Hardy, and others. *Prerequisite: 203 or 204.*

372. **20th Century English Fiction** Close study of novels by Joyce, Lawrence, Waugh, Woolf,

Orwell, Sparks, Amis, and others, in the context of different kinds of modern fiction. *Prerequisite: any core course.*

373. **20th Century English Poetry** Close readings of modern poems, with special attention to the English tradition; principal poets include Hardy, Yeats, Owen, Eliot, Graves, Auden, Larkin. *Prerequisite: any core course.*





382. **The American Renaissance, 1830-1888** Selected works by Emerson, Poe, Hawthorne, and Melville will be emphasized. *Prerequisite:* 205.

384. **American Poetry** The development of poetry in America from Anne Bradstreet to the present with emphasis on selected works by Whitman, Dickinson, Frost, Stevens, Williams, Cummings, and Pound. *Prerequisite:* 205.

386. **American Novel** The development of the novel in America from Charles Brockden Brown to the present with emphasis on selected works by James, Twain, Melville, Fitzgerald, Hemingway, and Faulkner. *Prerequisite:* 205.

388. **American Drama** A study of American dramatic literature with emphasis on the works of O'Neill, Miller, Williams, Jones, and Albee. *Prerequisite:* 205.

396. **Modern Drama I** The formative period of 20th century drama, plays by Ibsen, Chekhov, Strindberg, Shaw, Synge, Pirandello, and others. *Prerequisite:* any core course.

397. **Modern Drama II** Drama from 1930 to the present; plays by Brecht, Anouilh, Ionesco, Eliot, Beckett, Pinter, Stoppard, and others. *Prerequisite:* any core course.

#### **Tutorial and Seminar Courses (406-410):**

These courses give the student an opportunity to demonstrate, under the close supervision of a professor, a mastery of the reading and skills expected of a major. Seminars are limited to 15 students and require regular class participation, leading to the completion of a major paper. In tutorials, two students study one (or two) major authors, and alternate in reading papers at a weekly session with the instructor.

406. **Tutorial in English Literature** *Prerequisite:* Permission of the instructor; open to junior and senior majors who have completed the core courses in English literature.

407. **Seminar in English Literature** *Prerequisite:* Open to juniors and seniors who have completed the core courses in English literature.

408. **Tutorial in American Literature** *Prerequisite:* Permission of the instructor; open to junior and senior English and American Studies

majors who have completed English 205 and two additional courses in American literature.

409. **Seminar in American Literature** *Prerequisite:* Open to juniors and seniors who have completed English 205 and two additional courses in American literature.

410. **Seminar in Creative Writing** *Prerequisite:* Permission of the instructor; open to juniors and seniors who have completed 218 and 319.

**Major:** ten courses, including the five core courses; at least four must be above the 200 level, including one seminar or tutorial. All core courses should be finished by the end of the first semester, junior year. Transfer students and others who need a special schedule for completing these courses must have their program approved by the chairperson.

**Minor:** six courses, including five courses in literature: three core courses and at least two other literature courses above the 200 level.

**Independent Research and Independent Study:** Independent Research that may lead to Honors is open to juniors and seniors who have achieved a grade point average of 3.25 in English, and who wish to study a specific author, period, or theme of literature. Special study that may lead to Honors in creative writing is also available. Independent studies in both literature and writing are offered, and the department distributes a list of professors and their specialties to assist students in developing projects. Proposals are usually submitted during the semester before the study is undertaken.

**Teacher Certification:** Majors who wish to secure teacher certification must take the following courses, preferably before enrollment in the professional semester of teacher education.

- a. English 211 or 212
- b. English 213
- c. English 312



# Environmental Studies

The Environmental Studies Program offers courses designed to give students a background in: (1) the natural processes working at the surface of the earth to provide a basis for evaluation and control of environmental quality, (2) the philosophical and historical basis of man's relationship to those processes, and (3) the economic and political basis for decision making in regard to environmental problems. All courses are interdisciplinary in nature, content, and approach and attempt to provide models for future alternatives. In addition to the three courses listed below, there are special courses directly related to environmental studies offered by various departments from time to time.

Students may create a self-developed major in environmental studies or they may earn a certificate with a coordinate option of study. For the majority of students the certification program offers the best combination of career opportunities and environmental interests. Conversations with representatives of industry and graduate schools indicate that they would prefer a firm background in a regular major which represents depth in some field, supplemented by courses relevant to environmental issues of interest to the individual student.

The Environmental Studies Certificate is an interdisciplinary venture involving students and faculty from throughout the College, recognizing that study of the environment involves all disciplines and professional fields. While the program attempts to serve a wide array of environmental interests, its primary focus is tailored to the individual student. The program combines study of the environment with a traditional disciplinary major and offers students three alternatives. The three courses listed below form the required core for the certificate. Six other courses, including one independent study or independent research which culminates in an interdisciplinary research paper, are required for the Thematic Concentration. Courses are selected from one of the three areas or divisions of the

major. Students majoring in the humanities field select appropriate courses from that area and their certificate will have a thematic concentration designed "Humanistic Perspectives on the Environment." Majors in the social sciences select a thematic concentration which is termed "Environment and Society," and those from the natural sciences acquire a concentration in "Environmental Science." An Environmental Study Advisory Group of faculty with interdisciplinary interests assists students in planning an individualized program of studies which combines a broad, comprehensive understanding of the environment and depth in a specific discipline or profession leading to a future career.

The program is viewed as being valuable to students planning for graduate school or environmental law, to become high school teachers, planning commissioners, environmental consultants, or to procure jobs in federal regulatory agencies, state or federal parks, and in private industry.

## Contributing Faculty:

**Professor Houston** (economics)

**Assistant Professor Barnes** (environmental science)

**Assistant Professor Feldman** (philosophy)

**111. Environment, Culture, and Values** A study of the effects of scientific, religious, and philosophical values on man's attitudes toward his environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve.

**131, 132. Environmental Science** An integrated, interdisciplinary study of natural environmental systems and man's impact on them. Basic concepts of ecology and energy will be examined and utilized to study world resources, human population dynamics, pollution, and pollution control. Field study will be emphasized. Three hours classroom and three hours laboratory a week. *(131, 132 will satisfy the one-year laboratory science distribution re-*



quirement. Normally, only 10-15 spaces are available each year to freshmen.)

222. **Environmental Economics** A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in

the decision-making processes which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and issues of income and wealth distribution will be examined. A range of potential policy measures, some consistent with our lifestyle and some not, will be evaluated. *Prerequisite: Economics 121 or the equivalent.*





# Fine Arts

At its best liberal arts education causes the joining and mutual enhancement of thoughtful intellect with esthetic sensitivity. Consequently, courses in the fine arts are taught with the understanding that the visual image of an artist is a form of language which speaks of ideas, experiences, and feelings deeply rooted in uniquely human endeavor.

Since one who is thoughtful within the liberal arts comes to see that visual expression rises from a rich mix of distinctively human qualities we can say "art celebrates life:" art refines and enhances our humanness. From this one can come to possess a life of intellectual and perceptual richness allowing us to live our lives more intensely and completely.

The reflective study of visual expression requires two emphases: the history of visual expression (Art History), and the practice of visual expression (Creative Art).

A close examination of the history of art discloses an extraordinary panorama of visual expression from the earliest paleolithic cave paintings to the visual concepts of artists of our own era. Dickinson's collection of over 70,000 slides provides varied and extensive visual material describing this spectacular vista. Dickinson also has a collection of original art that students can study, and while doing this, the dialogue between the artists' statement and the sensitive student can become a vibrant one. Other opportunities to work directly with art are provided through a museum internship with the William Penn Museum in Harrisburg.

However, the study of works of art is only partial until the communicative/creative process is directly experienced. Courses in studio art provide opportunities for students to work with the tools, materials, and processes of the visual artist. In this way the problems of communicating visually through light, color, texture, line, space, and form are encountered through expressive media that range from paint to clay to wood and processes from etchings to ceramics to paintings.

Students graduating with a major in fine arts have become scholars in colleges and universities and teachers in the elementary and secondary schools. They also have become

museum curators, professional photographers, ceramicists, medical illustrators, and art therapists. In each case these young professionals became broadly educated in, perceptually enriched and articulate about, the language of art.

## Faculty:

**Dennis Akin**, Professor of Art. M.F.A., University of Colorado. Chairman. Teaches courses in painting, design, printmaking, and an art history survey from the early 15th century to the present. Professor Akin is an artist who works in acrylic and makes paintings concerned with the idea of "color in the air."

**Sharon Latchaw Hirsh**, Associate Professor of Fine Arts. Ph.D., University of Pittsburgh. Her scholarship centers on the art of the 19th and 20th centuries. She is a major scholar of the work and symbolism of the Swiss artist Ferdinand Hodler. Current research is on the role of self-portraiture in European artistic development, 1880-1910. (On leave 1980-1981.)

**Morris Perinchief**, Assistant Professor of Fine Arts. M.A., University of Chicago. His scholarly attention is primarily focused on the art of the late Middle Ages and the early Northern Renaissance. His specialty is the study of manuscripts from these periods.

**Barbara Diduk**, Assistant Professor of Art. M.F.A., University of Minnesota. Working primarily in stoneware, her emphasis is on the production of functional ceramics. She teaches courses in ceramics, three dimensional design, and photography.

**Janis A. Tomlinson**, Instructor of Fine Arts. Ph.D., University of Pennsylvania. Her scholarship concentrates on the art of the 19th and 20th centuries. Her recent research has been on the tapestry cartoons of Goya.

**Susan F. Nichols**, Instructor of Fine Arts. M.A., University of Iowa. Her field of study is painting and drawing. Teaching responsibilities are to the introductory studios.

## Contributing Faculty:

**Associate Professor Krebs** (comparative civilizations)

**Assistant Professor Cavanaugh** (instructional media)



101, 102. **An Introduction to the History of Art** A survey of painting, sculpture, and architecture created by the world's leading civilizations. In 101, examples are chosen from prehistoric, primitive, ancient, and medieval European art. In 102, the arts of western Europe, beginning with the Renaissance, are considered. *(Either course satisfies Div. I Distribution Requirement.)*

109. **Ceramics** Ceramics processes and techniques utilized by working with highfire and lowfire clay and glazes. Emphasis is given to expressive possibilities of working with the potter's wheel and in shaping clay with the hands into pottery and sculptural forms.

201. **History and Art of the Film** A study of the history of the film as an art form, with emphasis on developing fruitful critical standards for the judgment of films. *(This course satisfies the Div. I Distribution Requirement.)*

202. **Ancient Art** The art and architecture of ancient Egypt, Mesopotamia, Greece, and Rome are considered with major emphasis devoted to the art of Greece and Rome. *Prerequisite: 101 or 102.*

203. **Medieval Art** European art and architecture of the Middle Ages, from the decline of the Roman Empire to the 14th century. Particular emphasis is placed on early Christian, Romanesque, and Gothic art. *Prerequisite: 101 or 102.*

204. **American Art** The development of painting, sculpture, and architecture in America. Special consideration will be given to the problem of what constitutes an American style in the arts, as well as recent, specifically American, developments in 20th century art. *Prerequisite: 101 or 102, or American Studies majors.*

207. **Fundamentals of Painting and Design** A studio course consisting of eight hours of practical work a week: four hours supervised and four hours pursued independently. Instruction is offered in materials, several media of drawing and painting, composition, design, and color theory.

208. **Drawing** The course will be devoted to working from the human form during which

the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through the use of such graphic media as pen and ink, pencil, charcoal, conte crayon, etc. *Prerequisite: 207.*

209. **Studies in Oriental Art** (in different semesters: Indian; Buddhist; Chinese; Japanese, other) An introduction to the artists and art forms originating in Asian civilizations. Particular emphasis is placed on the formative role of the aesthetic spirit and its intimate relation to the civilizational context. *(This course satisfies the Div. I Distribution Requirement.)*

210. **Introduction to Artists' Media and Techniques** Experimentation with various media and techniques used by visual artists, including drawing with silverpoint, gessoing and gilding panels, grinding natural pigments, painting with watercolor, egg tempera, encaustic, oil, and fresco. *Open to all Art History and Studio Art Majors. Art history majors should have prerequisite of 101 and 102; Studio art majors should have 207. This course does not satisfy the distribution requirement nor does it substitute for 207. Offered on an alternate year basis.*

254. **Photography and Cinematography** Introduction to darkroom techniques and the multi-media uses of photography and cinematography.

255. **Painting** Various painting media will be explored including oils, watercolor, and acrylic. *Prerequisite: 207.*

301. **Italian Renaissance Art** Italian painting, sculpture, and architecture of the 15th and 16th centuries will be considered. The works of Ghiberti, Donatello, Brunelleschi, Masaccio, Leonardo, Piero della Francesca, Raphael, and Michelangelo will be reviewed in some detail. Theoretical and critical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

302. **Northern Renaissance Art** A study of the art of northern Europe in the 15th and 16th centuries, with particular emphasis on Germany and Flanders. Special consideration is given to the work of Durer, Grunewald, Cranach, and Altdorfer and to that of Hubert



and Jan van Eyck, Roger van der Weyden, Memling, Bosch, and Bruegel. *Prerequisite: 101 and 102 or permission of the instructor.*

**303. Baroque Art** European painting, sculpture, and architecture of the 17th century will be considered. Particular emphasis will be placed upon the works of Caravaggio, the Carracci, Bernini, Borromini, Rubens, Rembrandt, Vermeer, Velasquez, and Poussin. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**313. 19th Century Art** Problems of Neo-Classicism, Romanticism, and Realism. Major 19th century European figures and movements will be surveyed, including David, Goya, Friedrich, the Nazarenes, Constable, the PRB, Delacroix, Corot, Courbet, Manet, and the Impressionists. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**314. 20th Century Art** A survey of major artists and movements from 1880 to the present, including Post-Impressionism, Expressionism, Cubism, Futurism, de Stijl, Suprematism, Dada, Surrealism, Abstract Expressionism, Pop Art, and current trends. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**356. Sculpture** Various sculpture media will be explored including clay, plaster, wood, stone, and metals. An emphasis will be placed on carving, casting, and metal welding. *Prerequisite: 207.*

**357. Graphics** Various print making media will be explored including woodcut, silkscreen, and etching. *Prerequisite: 207.*

**391, 392. Studies in Art History** Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically. *Prerequisite: 101 and 102 or permission of the instructor.*

**404. Seminar: Topics in the History of Art** Advanced investigation of a particular artist, work, movement, or problem in the history of art. *Prerequisite: permission of the instructor.*

**407. Art Historical Methods** Some considerations of the research tools of art historical analysis, including bibliographical methodology and a study of the use of sources, secondary courses, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. *Prerequisite: 101 and 102, as well as: 1. Italian or Northern Renaissance art; 2. Ancient or Medieval art; 3. 19th or 20th Century art.*

**Museum Studies and Internship:** A two-semester academic program designed to provide a critical understanding of the cultural place of an urban museum and the responsibilities and procedures of a professional staff developing the museum as an educational institution. One course credit per semester. Offered by special arrangement. Consult with the chairperson of the fine arts department and the internship coordinator.

**Major Option one,** with emphasis in art history: seven courses, normally taken in the following chronological sequence: 101, 102, 202, 203, either 301 or 302, 313 and 314, plus three additional electives in art history—210 is strongly recommended. Students contemplating graduate work in art history should acquire knowledge of two foreign languages, particularly German. Option two, with a balance between studio experience and art history: five art history courses, including 101 and 102, five studio courses, including 207. Honors and independent study courses may be applied to the major.

**Minor in Art History:** 101 and 102 plus additional courses in the department, subject to the minor adviser's approval, that suit the particular interests of the student.

**Teacher Certification:** Elementary teacher's certification for Fine Arts Majors is granted through the Central Pennsylvania Consortium, with Gettysburg College as the certifying school. Questions regarding this program should be directed to the fine arts chairman and the director of teacher education.



# French and Italian

Courses in French and Italian at Dickinson are designed to provide far more than language acquisition. The department believes that foreign language learning at the college level is not an end in or by itself. While we do provide language training through courses which are oriented toward an understanding and use of the written and spoken modern idiom, we also rely on that language background to cultivate in students an appreciation of French and Italian literature and civilization.

Studies in French provide two possible directions. Those who elect to minor will be prepared to apply their background in French language and culture to related topics in other fields, such as history, international relations, or political science. The graduate French major will be, ideally, a person familiar with the great moments and movements of creative literary expression in the French tradition, proficient in the tools of literary analysis necessary for a deeper understanding of self and world, and conversant with the structure of a society different from his or her own. A French major or minor at Dickinson is thus a person who sees the world through two sets of eyes: those of his or her native culture and those provided by balanced training in French language, literature, and civilization.

Students can follow an informally "structured" major in French, consonant with personal preferences and career plans, in which one chooses among core courses oriented toward language and/or pedagogy, literature or civilization. While the major is planned so that no student is too concentrated in one aspect of the discipline, it is possible to elect a grouping of courses within the major which provides a more detailed perspective on one or more aspects of French studies. In this way, the student can attain both breadth and depth in the major.

The department of French and Italian also coordinates an interdisciplinary minor in Italian studies. This program is designed as an attempt to introduce students to different fields of expertise all related to specific

aspects of Italian culture and civilization. The program includes work in the Italian language and literature as well as special courses offered by other departments. It should be of special interest to those planning to study in Italy, particularly with the Dickinson Program in Bologna. The requirements for the minor in Italian studies can be easily integrated into the student's main area of concentration in international studies as well. Although no major exists in Italian studies, students can elect to take a self-developed major in that field.

The department encourages study abroad. Recent majors have also studied in Grenoble, Nantes, Paris, Rouen, Strasbourg, Aix-en-Provence, Besancon and Montpellier, in most cases living with French families and participating in special study programs as well as in French university life. The department offers its own six-week summer program in Nantes.

The department also sponsors *La Maison française*. All students interested in French language and culture may request to live there after the freshman year. Each year a French university student lives in the house and acts as a resource person for programs and activities. These usually include lectures, films, slide shows, and discussions. In addition, the department sponsors a French club and weekly French and Italian tables in the Holland Union, where students interested in these languages meet over a meal with friends and faculty for informal discussion.

Because French and Italian studies at Dickinson are liberally oriented, providing skills and knowledge that can be applied to any field requiring critical thinking and an analytical mind, recent graduates who have majored or minored in French or minored in Italian studies have gone on to further studies or employment in a wide variety of areas. These include, apart from graduate studies, teaching, law, publishing and editing, interpreting, personnel work, and a multitude of international business or banking concerns.

## Faculty:

**Paul F. M. Angiolillo**, Professor of Romance Languages and Literatures, Ph.D., Columbia University. Comparative Literature, with special emphasis on French, Italian, and English literature of the 19th century form



the core of his research interests. He has been working most recently on the role of folklore and mythical types in popular and classical literature. He also has done extensive scholarship in the area of foreign-language teaching methodology.

**John S. Henderson**, Associate Professor of French. Ph.D., Brown University. His research centers on 18th century French literature, particularly Voltaire, the evolution of the theatre, and the history of ideas prior to the French Revolution. Secondary interests are in the French Renaissance and Rabelais.

**Michael B. Kline**, Associate Professor of French. Ph.D., Brown University. His scholarship has focused on 19th and 20th century French literature, particularly Balzac and the mythopoesis of culture in crisis, and the 20th century theatre with emphasis on the theatre of the absurd. His current research involves structuralism and contemporary literary criticism, and the semiotic analysis of French culture.

**Nancy C. Mellerski**, Assistant Professor of French. Chairwoman. Ph.D., University of Chicago. She specializes in French literature of the 19th and 20th centuries, particularly the fantastic in 19th-century literature, the evolution of poetic structure and content in both centuries, and the modern novel and theory of the novel. Her most recent research is in the field of comparative detective fiction.

**Sylvie G. Davidson**, Assistant Professor of French. Doctorat de Troisième Cycle, Université de Montpellier. Her scholarship has concentrated on French and Italian literature, fine arts, and music of the Renaissance and 17th century. Her current research examines French and Italian film, particularly news film of the early 20th century, as a rhetorical device for political purposes.

**Ruth Ohayon**, Assistant Professor of French. Ph.D., Columbia University. Women's studies form the center of her scholarship, with particular emphasis on the representation of femininity in 18th-century French fiction. Her current research examines the ways that both men and women French writers portray women in literature. Other interests include

19th-century Symbolist poets and turn of the century decadent literature in France.

**William F. Panici**, Assistant Professor of French. M.Phil., Yale University. The French Renaissance is his major area of research, with current concentration on the topic, "Classical Rhetorical Criticism of French Renaissance Sonnet Cycles." He has special interests in the Pléiade poets, Maurice Scève, and Rabelais. Music, particularly tracing the literary and mythological sources of operatic themes, and Italian literature of the post-1945 period are also among his current scholarly pursuits.

**Marjorie A. Fitzpatrick**, Part-time Associate Professor of French. Ph.D., University of Toronto. French Canadian civilization, particularly history and politics, is her primary research area, followed closely by Québécois literature, especially the novel of the 19th and 20th centuries. Other scholarly interests are in 17th-century French literature, especially the theatre and moralists.

**Elizabeth J. Billings**, Part-time Assistant Professor of French. M.A., Western Reserve University. Her scholarly interests include 18th-century French literature, French civilization, and French music. Her current research is in 18th and 19th century European opera.

**Rebecca R. Kline**, Part-time Instructor of French. M.A., New York University. Her research interests are divided between two areas, modern French literature and French art. Within the latter area, she has a special involvement with romanesque art.

#### **Contributing Faculty:**

**Part-time Instructor in Italian and French**  
**Grace L. Jarvis** (Spanish)

## French

101-104. **Elementary French** Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition. *Please refer to Graduation Requirements (Languages).*



**115. Intermediate Readings in French** Reading skills. The course develops reading and translation skills exclusively, by which means the language may become a useful research tool. Development of recognition grammar and vocabulary. Students will read, translate and discuss French texts from a variety of disciplines. Not suggested for French majors or minors. *Prerequisite: 104 or the equivalent.* Either French 115 or 116 may be taken for credit, but not both.

**116. Intermediate French** Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing. *Prerequisite: 104 or the equivalent.* Either French 115 or 116 may be taken for credit, but not both.

**231. French Composition** A writing-intensive course directed towards improvement of stylistic skills. Some review of grammar insofar as it is a tool to achieve course goals. Writing assignments to include compositions, journals, prose style analyses, pastiches, and translations. *Prerequisite: 116 or the equivalent, with a grade of at least B.*

**232. French Conversation** Emphasis on practical use of the language in different contexts of communication. Some review of grammar may be conducted to correct deficiencies, but stress is placed on converting a theoretical understanding of the language into increasing freedom of oral expression. *Prerequisite: 116 or the equivalent with a grade of at least B.*

**233. Introduction to French Literature** Provides the student with the tools necessary for an analytical approach to the study of French literature, through the examination of selected works. Emphasis on *explication de textes*, various *genres* and methods of criticism. *Prerequisite: 116 or the equivalent with a grade of at least B. Required of French majors.*

**234. Masterpieces of French Literature** A close thematic study of a variety of works representative of their periods. *Prerequisite: 233 or the equivalent or permission of the instructor. Required of French majors.*

**243. Introduction to French Civilization** Intended for students who have not yet lived in France. Major geographical, regional,

historical and other influences which have shaped the evolution of French civilization. *Prerequisite: 116 or the equivalent with a grade of at least B.*

**290. Intensive Oral and Written French** Subtleties of the language. The level of the course assumes a sound background in the grammar of the language, and ability in oral and written expression. Discovery and explanation of difficulties in grammar and syntax, so as to enable the student to develop a sense of level of language use and style appropriate to considered and effective communication in French. *Prerequisite: 232 or the equivalent with a grade of at least B.*

**305. Special Topics in French Language** An extensive examination of selected aspects of the French language. Topics chosen at the discretion of the instructor and in consultation with the majors, e.g., Linguistic aspects of *la francophonie*, applied phonetics, stylistics, history of the language, etc. Specific topics to be announced before registration. *Given in alternate years. Prerequisite: 290 or permission of the instructor.*

**346. La Francophonie** Introduction to French-speaking civilizations outside France, and in-depth study of French Canada. Historical, political, and cultural problems of minority Francophone cultures. *Offered in alternate years. Prerequisite: 243 or at least a semester's residence in a French-speaking country.*

**252. The Theatre of the Sublime** The search for perfection in Classical France, Moliere, Corneille, Racine, and brief extracts from some of the major moralistes. Offered on occasion as a bi-lingual course in French and English. *Offered in alternate years. Prerequisite: 234 or the equivalent or permission of the instructor.*

**254. Reason and Revolution** The Enlightenment: a century of intellectual ferment which challenged the values of the establishment and swept them away in a revolution. Montesquieu, Voltaire, Diderot, Rousseau. Offered on occasion as a bi-lingual course in French and English. *Offered in alternate years. Prerequisite: 234 or the equivalent.*

**357. Romantics, Realists, and Rebels** 19th-century French novel and poetry. An investi-



gation of the major literary movements and authors of the century, to include the theory and practice of Romanticism and Realism in French letters; reaction to society by authors in revolt against bourgeois standards, and in pursuit of new modes of literary expression. *Offered in alternate years. Prerequisite: 234 or the equivalent.*

**358. French Novel in the 20th Century** Self-scrutiny in the novel. A study of the theory and the evolution of the modern French novel and a critical reading of selected works from the writings of novelists from Proust to the *nouveaux romanciers*. Development of the novel as a form in this century, aesthetic and philosophical concerns, and consideration of the novel as a self-conscious genre. *Offered in alternate years. Prerequisite: 234 or the equivalent.*

**360. Modern French Theatre** Representative plays and dramatic theory of the French stage in the 20th century. Emphasis on the idea of the theatrical avant-garde and its development from Jarry to theatre of the absurd. Offered on occasion as a bi-lingual course. Offered in alternate years. *Prerequisite: 234 or permission of the instructor.*

**361. French Literature in the Renaissance** Major works from prose, poetry, and theatre, with particular emphasis on Rabelais and the development of humanism, the theory and practice of the Pléiade, and Montaigne. *Offered in alternate years. Prerequisite: 234 or the equivalent.*

**362. Seminar in French Literature** A thorough investigation of a major figure or important literary trend (chosen at the discretion of the instructor and in consultation with the majors) in French literature with emphasis on seminar reports and discussion. Recent themes have been: Evil, Seduction, The Fantastic. *Offered in alternate years. Prerequisite: Major in French.*

**364. Special Topics in French Literature or Civilization** In-depth analysis and discussion of selected areas and problems. Recent topics have included: Women in French Literature, Theatre of the Absurd, French-Canadian novel, French Political Culture. *Prerequisite: Permission of the instructor. One-half or full course. Offered in alternate years.*

**Major:** The major consists of nine courses, numbered 231 and above, to include 233 and 234 and one course at the 300 level.

**Minor:** Five courses numbered 231 and above, to include 233 and 234.

## Italian

**101-104. Elementary Italian** An intensive study of the fundamentals of Italian grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings. *Please refer to Graduation Requirements (Languages).*

**116. Intermediate Italian** Review of Italian syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

**231. Italian Conversation and Composition** Practical use of Italian in oral and written communication. Review of grammar deficiencies where needed to achieve correct and more natural expression. Varied readings and classroom exercises are utilized to achieve the goals of the course. *Prerequisite: 116 or the equivalent.*

**250. Studies in Italian Literature** Reading and discussion of representative works of Italian literature from the origins to the present. *Prerequisite: 116 or the equivalent.*

**290. Topics in Italian Studies** Study of significant cultural, literary, historical, and linguistic topics in Italian civilization and culture. Specialists from other disciplines will, from time to time, contribute by lecture and discussion to a deeper understanding of certain specific subjects of study, e.g. Renaissance Art, Italian political parties, etc. *Prerequisite: 116 or the equivalent.*

**Note:** A Major and Minor are not offered in Italian. Students should refer to the interdisciplinary minor in Italian Studies. The possibility exists for a self-developed major in Italian Studies.



# Geology

The geology department provides for the liberal arts student a background in the study of the earth, the oceans, and the history of life through several course offerings. For those who wish to pursue geology as an intellectual challenge or as a profession, it also provides an undergraduate program that offers lecture, laboratory work, field study, and the elements necessary to prepare for graduate study or entry into the profession at a beginning level.

The department views its program for majors as a flexible one that allows students to develop a plan of study around a set of required "core" courses according to their interests. Some graduates in recent years have moved into positions in the mineral or petroleum industry, consulting firms, secondary education, or state and federal geological or environmental agencies. Others have gone on to graduate or professional education in geology geochemistry, geophysics, oceanography, law, and medicine.

Collectively, the five members of the geology department faculty have a broad range of earth science training and interest. Each is fully dedicated to teaching science in the liberal arts atmosphere. The students and faculty have as resources most of the equipment and materials needed for an undergraduate education in geology. Our library receives most American professional journals and a selection of journals from other countries. The laboratories are well-equipped for the study of earth materials. The equipment includes thin-sectioning equipment, microscopes, an x-ray diffraction unit, a computer terminal, and a wind-tunnel, for example. The department has two vehicles for use by students and faculty in field work.

The location of Dickinson College is unusually favorable for the study of many geologic topics, and regular field trips are a part of nearly every course the department offers. Field study is supported by equipment for sampling shallow marine environments, and for geophysical and geochemical work. Field trips away from central Pennsylvania take place every year, either as part of a formal course during the academic year, as a

summer program, or during a vacation period. In recent years these trips have included one that traced the path of Lewis and Clark (with a member of the department of history) to the west coast (summer school), one to the United Kingdom (summer school), one to the Florida Key coral reefs (spring vacation), one to New England (early summer), and several to study beach processes at Assateague National Seashore and on the Outer Banks of North Carolina.

## Faculty:

**William W. Vernon**, Professor of Geology. Ph.D., Lehigh University. Specialties are in mineralogy, petrology, optical mineralogy, and geoarchaeology. His major research activities have focused on field and laboratory studies of igneous and metamorphic rocks in New Hampshire. Current research is in geoarchaeology, especially as it relates to cultures and technology of Early Man in North America. (On leave Fall 1980.)

**Henry W. A. Hanson**, Associate Professor of Geology. Ph.D., The Pennsylvania State University. His specialties are sedimentology, stratigraphy, and paleontology. His current research is in the dynamics of tidal-inlet systems.

**Noel Potter, Jr.**, Associate Professor of Geology. Chairman. Ph.D., University of Minnesota. Specialties are geomorphology and structural geology. His current research is mainly concerned with the origin of landforms, particularly those of cold regions. Current projects include work on rock glaciers in Antarctica and the erosional history of the Great Valley near Carlisle.

**Jeffrey W. Niemitz**, Assistant Professor of Geology. Ph.D., University of Southern California. His specialties are marine geology, geochemistry, and economic geology. His current research interests include sea floor hydrothermal systems and ore genesis in the Gulf of California, Mexico, and geochronology of laminated marine sediments applied to nearshore heavy metal pollution studies.

**Betty M. Barnes**, Assistant Professor of Environmental Science. Ph.D., Georgetown University. Specialties in ecology and the effects



of pollutants on organisms. Her major research has been in the area of cell biology as applied to the biochemical adaptations of various organisms to their ecological niche. Current research is in the physiological strategies of intertidal marine gastropods.

**Candie Wilderman**, Instructor of Environmental Science. M.A., Harvard University. Her specialties are in environmental science, water quality, and paleobiology. Current research is on the use of diatoms as indicators of past and present environmental conditions in the Chesapeake Bay. (On leave 1980-81)

**Elizabeth A. Gordon**, Instructor of Geology. M.S., University of Montana. Her specialties are in igneous and metamorphic petrology and mineral exploration. Current research interests center around the processes of metamorphism of sedimentary rocks.

131, 132. **General Geology** Geological principles and external processes, including rock weathering and soils, river action and valley development, effects of glaciers, oceans, and volcanoes. Internal processes and their effects are examined, along with earth movement in mountain building, faulting and folding. Emphasis also will be placed on the physical and biological history of the earth and the application of the earth sciences to the solution of contemporary environmental problems. Three hours classroom and three hours laboratory each week.

201. **Geomorphology** The description and interpretation of the relief features of the earth's continents and ocean basins with a comprehensive study of the basic processes which shape them. Three hours classroom and three hours laboratory a week. *Given in alternate years. Prerequisite: 131.*

203. **Economic Geology** Covers the mineral fuels, coal, oil, and gas, the major ore deposits, and the building materials including their geographic distribution, geologic occurrence, origin, and uses. Discussions on economics of mineral resources, exploitation of resources, and evaluation of potential resources. *Given in alternate years. To be given in 1982-1983. Prerequisite: 131.*

205. **Mineralogy** A course in descriptive mineralogy in which the various mineral groups are studied. Includes crystallography, general physical properties, and chemical and systematic mineralogy. Two hours classroom and three hours laboratory a week. *Prerequisite: 131 and Chemistry 131, 132 or concurrent registration therein.*

206. **Petrology** A systematic study of the modes of occurrence, origin, and classification of rock types. Laboratory studies will be focused on the megascopic identification of the common rocks. Two hours classroom and three hours laboratory a week. *Prerequisite: 205.*

207. **Invertebrate Paleontology** A systematic study of the invertebrate fossil groups, their evolution, and their relationships to living animals. Two hours classroom and three hours laboratory a week. *Given in alternate years. To be given in 1981-1982. Prerequisite: 131, 132 or Biology 111, 112.*

209. **Sedimentology** A systematic study of source materials, transport, depositional environments, lithification and diagnosis of sediments. Three hours classroom and three hours laboratory a week. *Prerequisite: 131 or permission of the instructor.*

210. **Stratigraphy** Principles of organization and interpretation of the stratigraphic record. Emphasis on the stratigraphy of the Appalachians and selected European areas. Two hours classroom and three hours laboratory a week. Three Saturday field trips. *Given in alternate years. To be given in 1982-83. Prerequisite: 131, 132, 205, 209.*

221. **Marine Geology** An interdisciplinary introduction to Oceanography, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered. *Prerequisite: one year of a laboratory science.*







# German and Russian

The German and Russian programs offer students intensive language training on the elementary, intermediate, and advanced level and a variety of courses in literature and civilization. While the study of German and Russian culture is primarily designed to develop the students' understanding of the distinct ways in which the Russian and German people think, feel, and live their lives, it has other benefits as well. Learning to adapt oneself to unfamiliar speech and thought patterns and to look at the world from the vantage point of other nations is a liberating experience.

The three-semester sequence of basic language courses is intended for students with limited or no prior knowledge of German or Russian. The practical goal is to provide students with an essential tool for further study in Russian or German, with a useful research tool in any other field of their choice, and to open up the possibility of travel and study abroad. Upper level courses (200 and above), while open to all interested and qualified students, can lead to a major in Russian and Soviet Area Studies or German. The programs are designed in a way that allows students to become thoroughly familiar with individual writers and thinkers. Authors such as Goethe and Tolstoy, Kafka and Dostoyevsky are models of humane intellect whose commitments live on in their writings. The German and Russian cultures embody the heights of human achievement as well as human failure. To study German or Russian language, literature, and civilization is to get to know one's own possibilities.

German and Russian studies blend with extracurricular life at Dickinson in the language clubs and language tables, in films, excursions, and other activities. They mesh too with other programs. German and Russian Studies majors have had complementary majors in many other fields. Students have gone on to graduate in German and Russian, and also in such fields as religion and sociology. They have become business executives, teachers, physicians, and lawyers.

## Faculty:

**Marianna Bogojavlensky**, Professor of German and Russian. Ph.D., University of Pennsylvania. Her special teaching interests concern methods of teaching foreign languages and Russian classical literature. Her main research interest is religious thought in Russian and Soviet literature.

**Dieter J. Rollfinke**, Associate Professor of German. Chairman. Ph.D., Johns Hopkins University. His teaching interests focus on romanticism and German literature of the 19th and 20th centuries, particularly drama. His current research is on the German novelist Heinrich Boll.

**Josef M. Kellinger**, Professor of German. Ph.D., Syracuse University. His teaching interests are 18th, 19th, and 20th century German literature. His scholarly interests focus on the history of words and on contemporary German women writers.

**Helen R. Segall**, Associate Professor of Russian. Ph.D., Bryn Mawr College. Her teaching interests are Russian literature of the 19th and 20th centuries, Russian theater and drama, and Russian culture and civilization. Her scholarly interests focus on literature of the 20th century, especially V. Mayakovsky and the Russian avant garde. (On leave 1980-81)

**Jutta Ramin**, Assistant Professor of German. Ph.D., Johns Hopkins University. Teaching interests in Medieval literature, German classicism, and modern German literature. Research interests in German expressionism.

**Olga Peters Hasty**, Assistant Professor of Russian. Ph.D., Yale University. Her teaching interests are 19th and 20th century Russian literature, both in the original and in translation. Her current research centers on early 20th century Russian poetry, particularly the works of Marina Cvetaeva.

## German

101-104. **Elementary German** An intensive study of the fundamentals of German Grammar with an eye to developing reading, writing,



speaking, and understanding skills. Classes are small, meet five days a week, and move quickly. Beginning students are reading stories and writing short essays within a few weeks.

**115. Intermediate Readings in German** Readings with attention to translation as well as to the mastery of problem areas in the grammar. *Prerequisite: 104 or the equivalent. See Note 2.*

**116. Intermediate German** Introduction to conversation and composition using the skills acquired in 101 and 104 or in similar courses. Special attention is paid to grammar problems. Readings include contemporary essays and/or fiction. Classes are small and intensive, meeting five days a week. *Prerequisite: 104 or the equivalent.*

**215, 216. Topics in Germanic Studies** An examination of some topic related to German culture, with format and content to be determined each semester. Recent topics include: The Grotesque in German Art and Literature, Faust through the Ages, Women in Scandinavian Literature. *Prerequisite: instructor's permission.*

**231, 232. German Conversation and Composition** Advanced practice in reading, writing, speaking, and understanding German using current political and social events, stories, essays, and other materials as the topics for discussions and writing assignments. Normally only one semester of this sequence is taken before the student moves into literature courses. *Prerequisite: 116 or the equivalent.*

**236. Introduction to German Literature** An introduction to selected works of German literature and to the tools, methods, and purposes of studying literature. *To be given in the spring semester of each year. Prerequisite: German 116 or the equivalent.*

**301. German Literature from its Beginnings to the Reformation** A study of writers from the days of Charlemagne through the Middle Ages to the age of Martin Luther (from about 800 to the mid-1500s). Special emphasis is on epics like the *Nibelungenlied*, on the songs of the wandering troubadours, and on writers like Erasmus and Martin Luther. *Given in the fall semester in alternate years, next in 1982-1983. Prerequisite: 236 or instructor's permission.*

**304. German Literature of the Baroque, Rationalism and Sturm Und Drang** A study of writers from the Thirty Years War through the Age of Reason to the beginnings of the modern age of German literature (the early 1600s to the end of the 1800s). Some, like Gryphius and Grimmelshausen, are not well known. Others, like Lessing, Goethe, and Schiller, have left a lasting mark on world literature. *Given in alternate years, next in 1982-1983. Prerequisite: 236 or instructor's permission.*

**305. The Age of German Classicism** A detailed study of the writings of Goethe and Schiller, Germany's greatest writers, and the era in which they lived and worked (the mid-1700s to 1832, the year Goethe died). *Given in alternate years, next in 1981-1982. Prerequisite: 236 or instructor's permission.*

**307. The Age of Romanticism** A study of the generation of writers after Goethe and Schiller (the 1790s to the 1830s), people like E.T.A. Hoffmann, Brentano, and the brothers Grimm, whose stories, poems, and fairy tales have had a powerful effect on the likes of Poe and Hesse. *Given in the spring semester in alternate years, next in 1981-1982. Prerequisite: 236 or instructor's permission.*

**308. German Prose and Poetry from Realism through Expressionism** A study of Grillparzer, Heine, Stifter, Storm, Fontane, Mörike, and Hauptmann (from the mid-1800s to the 1920s), writers only gradually being rediscovered as some of the greatest masters of verse writing and story telling. *Given in the spring semester in alternate years, next in 1981-1982. Prerequisite: 236 or instructor's permission.*

**309. German Drama of the 19th Century** A study of the main dramatists and dramatic movements from the French Revolution through the social and political turmoil of the mid-1800s to the fall of the Austrian and Prussian empires in the First World War. Grillparzer, Grabbe, Kleist, Büchner, Hauptmann, and Wedekind were founders of modern drama. *Given in English in alternate years, next in 1981-1982. Majors and minors are required to do primary reading in German and to take an additional seminar. Prerequisite: instructor's permission.*



311, 312. **Modern German Prose and Poetry** German prose and poetry from about 1900 to the present, including writings by Rilke, Mann, Hesse, Kafka, Böll, Grass, as well as more contemporary writers. *Given in alternate years, next in 1982-1983. German 312 in English. Majors and minors are required to do primary reading in German and take an additional seminar hour conducted in German. Prerequisite: instructor's permission.*

313. **Modern German Drama** A study of movements in 20th-century German drama from expressionism to the contemporary scene, including the dramatists Hauptmann, Wedekind, Kaiser, Brecht, Frisch, Dürrenmatt, as well as more contemporary writers. *Given in the spring semester in alternate years, next in 1982-1983. Majors and minors are required to do primary reading in German and take an additional seminar hour conducted in German. Prerequisite: instructor's permission.*

314. **Seminar in German Literature and/or Language** A thorough investigation of a significant figure or major development in German literature or an extensive examination of selected aspects of the German language, with emphasis on seminar reports and discussions. Recent topics include: *Böll und Grass, Sagen und Legenden*. *Given in alternate years, next in 1981-1982. Prerequisite: German major or instructor's permission.*

**Major:** Nine courses, numbered 215 and above, including 236 and, normally, 314. Eight of these courses must be taken in the department, and at least six of the nine courses must be in the German language. Any courses toward the major taken outside the department must be approved by the German section.

Every German major who spends the junior year abroad is required to enroll in at least one German course (not independent studies) during each semester of the senior year.

**Minor:** Five courses numbered 215 or above, normally including 231 or 232. Four of these courses must be in the German language.

**Note 1:** To elect a major, a student must have attained an inclusive average of at least 2.00 in all German courses taken in college.

**Note 2:** German 115 and German 116 are similar in course content, therefore, either one, *but not both*, may be taken for credit.

## Russian

101-104. **Elementary Russian** An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking and understanding skills. Short stories and songs will supplement the text. *Please refer to Graduation Requirements (Languages).*

116. **Intermediate Russian** Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics. *Prerequisite: 104 or the equivalent.*

200. **Advanced Training in the Russian Language** Emphasis on the development of reading, speaking and writing skills. Reading of simple texts to acquaint the student with a variety of styles of the Russian language, concentration on some of the more difficult problems in the Russian grammar, translation, written composition, vocabulary building, and intonation. *Prerequisite: Russian 116 or equivalent, with a grade of at least C.*

231, 232. **Russian Conversation and Composition** Practice in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientation. Reading and discussion of short works by well-known Russian authors. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

233, 234. **Masterpieces of Russian Literature** Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

251. **Russian Culture and Civilization to the 1840s** A study of significant features of Russian literature, art, architecture, music and theater from the times of the Scythians through the middle of the 19th century. Major developments during the Kievan, Muscovite and Imperial periods will be highlighted. Films,



slides and records will supplement the reading and lectures. *Conducted in English. Offered in alternate years, next in 1981-1982.*

**252. Russian Culture and Civilization from the 1840s through the Revolution** On the eve of World War I the Russian avant-garde rose to a position of leadership in the arts of Western Europe. A study of the various phases in Russian intellectual thought, literature, art and music during the 1840s, 1860s, 1880s and the decade preceding World War I will trace this development. Films, slides and records will supplement the reading and lectures. *Conducted in English. Offered in alternate years, next in 1981-1982.*

**352, 353. Russian Literature in Translation** An introduction to Russian literature, presenting its development from the earliest period to the present. Special attention will be given to works of social, political, and religious significance within the historical context. *Offered in alternate years, next in 1982-1983.*

**354. The Works of Tolstoy and Dostoyevsky** A study of the major works of Tolstoy and Dostoyevsky with a focus on art as a reflection of the author's interaction with his environment. *Offered in alternate years, next in 1981-1982. Conducted in English.*

**355. Survey of Soviet Literature** A study of Soviet literature from Gorki to contemporary authors, with an emphasis on political trends and influences. *Offered in alternate years, next in 1981-1982. Conducted in English.*

**390. Topics in Russian Studies** Format and content will be determined in consultation with students. *Prerequisite: instructor's permission.*

**Major:** A major in Russian Language and Literature can be obtained through the Self-Developed Major Program.

**Minor:** five courses numbered 200 or above. Four of these courses must be in the Russian Language.

**Note:** See also Russian and Soviet Area Studies which offers a major and minor program.

## Greek

See Classical Studies

## Hebrew

See Classical Studies





# History

"What do we learn from history?" Charlie Brown's sister asked herself. "We don't learn anything from history." Then she added, "I don't even learn anything from math."

Well, Sally, there are a couple of reasons for considering the study of history as one of the most important aspects of a liberal arts education. In the first place, it informs you about your own cultural and intellectual heritage, and the process of social, political, and economic development that produced the institutions and attitudes of our own world. The history department at Dickinson offers a range of introductory and advanced courses in both American history and in European history since the Middle Ages. In addition, living as we do in a world of many different societies and civilizations, the study of history provides information about the non-western world and comparative insights into the operation of historical processes throughout the world. We offer introductory and advanced work in the history of East and South Asia as well as courses on the Middle East and Latin America.

The second reason for studying history at Dickinson would be to acquire training in the skills of the historian—skills as basic as using the resources of a library, writing well, and reading texts critically and analytically. All courses in the department offer opportunities to master reading, writing, and research, and they are especially emphasized in a freshman-level course called Introduction to History and in the several seminars on various topics that are offered each semester.

Students graduating with a major in history sometimes go into specifically historically oriented careers such as teaching, research, and library and archival work, but most of them have found that the study of history has prepared them with the background and skills to enter such varied professions as law, business, journalism, and government.

## Faculty:

**Warren J. Gates**, Professor of History. Ph.D., University of Pennsylvania. Areas of specialization include American social and intellectual history and colonial America. His research

deals with the issue of professionalism as it has influenced Dickinson faculty and instruction.

**Clarke Garrett**, Professor of History. Ph.D., University of Wisconsin. Current interests and specialization include the study of European culture, the French Revolution, and historiography and methodology, especially the application of anthropology and psychology to history. His research centers on the comparative study of popular religious movements in the 18th century, mainly in France, England, Italy, and America.

**James W. Carson**, Associate Professor of History. M.A., Miami of Ohio University. Special interests include South Asia, with particular emphasis on nationalism and its consequences. His research focuses on Muslim nationalism and the evolution of Pakistan.

**George N. Rhyne**, Associate Professor of History. Ph.D., University of North Carolina. Teaching focuses on modern European history, with specialization on Russian and Soviet history, and diplomatic history. Current research centers on the Brezhnev period.

**Stephen Weinberger**, Associate Professor of History. Chairman. Ph.D., University of Wisconsin. Teaching interests center on Medieval and Renaissance history, and European intellectual history, with emphasis on the history of women, and feudal society. Current research involves conflict in medieval society, the hero, and the problem of literacy and memory.

**Charles A. Jarvis**, Associate Professor of History. Ph.D., University of Missouri. Areas of specialization include U.S. diplomatic history, 19th century America, and Afro-America. Current research examines abolitionism and the Civil War.

**Neil B. Weissman**, Assistant Professor of History. Ph.D., Princeton University. Areas of specialization involve the comparative history of Russia, Japan, and Germany, with emphasis on the impact of modernization on traditional societies and cultures. His research deals with revolution and political change in late Tsarist and early Soviet Russia.



**Jo Ann E. Argersinger**, Assistant Professor of History. Ph.D., George Washington University. Areas of specialization include 20th century U.S. history, urban, ethnic, and labor history, and quantitative methodology. Her scholarship focuses primarily on the working-class in Baltimore during the 1920s and 1930s. She is currently examining the impact of unionism on women workers and completing a more general study of the organization of the unemployed during the Great Depression.

**John M. Osborne**, Assistant Professor of History. Ph.D., Stanford University. Teaching interests center on British and modern European history, with specialization on World War I, industrialism, and leisure. Present research interests are in the social history of recreation in Edwardian Britain.

**101. Medieval Europe, ca 300-1300** A survey of the development of European civilization from the fall of Rome to the late 13th century. *Not open to students with credit for 111 or 225.*

**102. Renaissance and Reformation, 1300-1650** A topical survey of the evolution of European society from the later Middle Ages to the mid-17th century. *Not open to students with credit for 111, 227 or 228.*

**103. The Age of Revolution and Reform, 1650-1850** Society, culture, and politics from the 17th century through the Revolutions of 1848, including a comparative study of social change and revolution throughout Europe during the period. *Not open to students with credit for 112 or 271.*

**104. Modern Europe, 1850-** A survey of the social, cultural, and political developments in Europe since 1850, with special emphasis on the impact of the industrial revolution, nationalism, World War I, World War II, and the Cold War. *Not open to students with credit for 112 or 273.*

**117, 118. American History** A two course survey. The first term—1607 to 1865—treats colonial, revolutionary and national America through the Civil War. The second course—1865 to the 1970s—treats aspects of political evolution, foreign policy development, indus-

trialization, urbanization, and the expanding roles of 20th century central government. Both courses include attention to historical interpretation. Multiple sections offered.

**119. South Asia: India and Pakistan** Following a survey of the development of South Asia since independence and partition, the emphasis is placed on the evolution of traditional India's institutions and peoples, with particular attention given to the impact of both Moslem and Western culture.

**120. East Asia: China and Japan** An introduction to the classical order in China and Japan followed by a consideration of the impact of Western intervention and internal change from the 18th century to the present. Special emphasis on the interaction between China and Japan in this period.

**190. Introduction to History** Through selected readings and discussion about the nature of history, and through analysis and projects related to selected historical problems the student is introduced to the art and techniques of the discipline. *Normally elected in the freshman year.*

**211. Studies in American History** Selected areas and problems in American history.

**213, 214. Studies in European History** Selected areas and problems in European history. *214 offered in Bologna only.*

**215. Studies in Comparative History** Selected trends and problems studied comparatively in various periods and geographical areas.

**222. Feudal Europe** A study of the emergence of feudalism and an evaluation of its role in the development of Western Europe. *Given in alternate years.*

**223. The Italian Renaissance** A study of the prevailing conditions (social, economic, political, and cultural) in Italy with particular attention given to the achievements and failures of the Renaissance. *Given in alternate years. Not open to students with credit for 227.*

**230. Modern Germany** From the nineteenth century to the present. Emphasis on political and cultural responses to socio-economic change, including German liberalism, the



Bismarckian settlement, origins of world war, Weimar democracy and Nazism. *Given in alternate years.*

231. **Modern France** French society, culture, and politics from the Old Regime to the present. *Given in alternate years.*

232. **Modern Italy** A survey of social, cultural, and political developments from the beginnings of the Risorgimento in the 18th century to the post-war period, including the effects of the Napoleonic period, the unification of Italy, World War I, Fascism, World War II, and the Cold War. *Given in alternate years.*

233. **The First World War** A study of the causes, progress, and consequences of the first global conflict of modern times. Particular attention is paid to the political and social impact of "total warfare" on the participating nations. *Given in alternate years.*

234. **Europe: 1914-1945** An examination of the evolution of European society between 1914 and 1945 under the impact of Communism, fascism and world war. *Given in alternate years. Not open to students with credit for 273.*

235. **Industrial Europe** The social, economic, and cultural impact of the rise of industrialism and modernization on western Europe from 18th century beginnings to the full maturation of industrial society. *Given in alternate years.*

236. **Comparative Revolutions** Comparative consideration of major revolutions such as those in France (1789), Russia (1917), and China (1949) in terms of causation, program, dynamics and longterm effect. *Given in alternate years.*

243, 244. **English History: 55 B.C. to Date** First semester: The emergence of a unified English society, and its political expression, to 1688 with particular attention to social, economic, and institutional developments. Second semester: The political, economic, and social development of Great Britain, domestically and internationally, as a major power in the 18th and 19th centuries, and the abandonment of that role in the 20th century.

247. **American Colonial History** English America from the epoch of settlement through the achievement of independence. Particular attention is given to the causes and course of

the American Revolution. *Given in alternate years. Not open to students with credit for 347.*

249, 250. **American Intellectual and Social History** Selective study of leading thought, beliefs, myths popular interests and institutional expressions of social and intellectual positions. Topics such as Puritanism, the Enlightenment, the Great Awakenings, revolutionary political/social thought, Transcendentalism, communitarian experiments, perfectionism and antebellum culture receive attention in the first course. Darwinism, development of higher education, voices of social criticism, roles and alienation of the intellectuals, changes in high and popular culture and conflicting values of the 1960s are representative of points treated in analysis of modern America. *One or both courses offered annually. Not open to students with credit for 349, 350.*

253, 254. **History of Russia** First semester: from earliest times through the reign of Alexander III. Second semester: fall of the tsardom, the Russian revolution, and the Communist state from Lenin to Krushchev.

257. **European Intellectual History** Main currents of western thought from the 17th century to the present with emphasis upon the interaction of ideas and social development. *Given in alternate years. Not open to students with credit for 357.*

258. **19th-20th Century European Diplomacy** European diplomatic history from the Congress of Vienna through World War II. *Offered occasionally. Not open to students with credit for 358.*

260. **Japanese Modernization** An investigation of the impact of modernization on Japanese society over the last century. Special emphasis on conflicting interpretations of Japanese constitutionalism, imperialism, and militarism and on the relevance of Japan's historical experience for an understanding of her contemporary condition. The course is not a survey, but no previous knowledge of Japanese history is required. *Given in alternate years.*

261. **China: Revolution and Modernization** An examination of the interaction between the themes of modernization and revolution



in China over the last century. Emphasis on alternative programs for a new Chinese order including Nationalism and Communism. The course is not a survey but no previous knowledge of Chinese history is required. *Given in alternate years.*

**262. Modern South Asia** Crises in Indian civilization of 19th and 20th centuries. Impact of Western control and the evolution of nationalism resulting in independence and partition in 1947. Contemporary nations and cultures; India, Pakistan and Bangladesh. *Given in alternate years.*

**281. Recent U.S. History** Examination of the social, political, and economic development of the U.S. in the twentieth century. Specific course topics will include U.S. Since 1945, America Between the Wars, and Corporate America.

**282. Diplomatic History of the United States** Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War and retreat from intervention; emphasis on alternate models of explanation.

**287. American Constitutional History** The framing of the Federal Constitution and its historical development, with emphasis on evolving interpretation by the courts. *Given in alternate years. Not open to students with credit for 387.*

**288. American History in the Civil War Period** An analysis of the political, economic and intellectual aspects of nineteenth century America from 1828 to 1865. Attention is given to the causes and course of the Civil War. *Not open to students with credit for 388.*

**289. Afro-American History** A survey of black history from pre-colonial Africa and the origins of slavery in the American colonies to the urban migrations of the 20th century.

**290. U.S. Ethnic History** The role of immigration and ethnicity in American history. Topics include patterns of migration and residential configurations, the immigrant church, ethnic politics, and comparative ethnic mobility. *Given in alternate years.*

**291. Cities in American History** A general overview of America's urban environment from the preindustrial to the postindustrial city. Common patterns found in America's great variety of cities will be explored. Topics include the early processes of town building, industrialization and the city, urban reform movements, and the origins of modern city planning. Special attention will be given to evaluating the methodological approaches to the "new urban history." *Given in alternate years.*

**389. Seminar in European History** Selected topics. *Prerequisite: Permission of the instructor.*

**390. Seminar in American History** Selected topics. *Prerequisite: Permission of the instructor.*

**391. Seminar in Asian History** Selected topics. *Prerequisite: Permission of the instructor.*

**Major:** (Beginning with the Class of 1984, history majors must fulfill requirements of this curriculum. History majors from previous classes may follow either the old or the new program.)

Ten courses including:

- I. 190 (Must be completed or in cursu at time of acceptance as a major.)
- II. One of the following: History 389, 390, 391, Philosophy 304, or when approved in advance by the department, a semester course in history in Independent Study or Independent Research which treats some aspect of the methodology or philosophy of history.
- III. Two of the following American History courses: 211, 247, 249, 250, 281, 282, 287, 288, 289, 290, 291, 390.
- IV. A. One European History course prior to 1650: 101, 102, 213 (if appropriate), 222, 223, 243, 253.  
B. One additional European history course: 213, 222, 223, 230, 231, 232, 233, 234, 235, 236 (if appropriate), 243, 244, 253, 254, 257, 258, 389.

**Note:** One of the following courses may be substituted either for requirement IV.A. or IV.B: Classics 251, 252, 253, or 254.



V. One Non-Western History course: 119, 120, 215 (if appropriate), 253 (if appropriate), 260, 261, 262, 391.

**Minor:** Six courses, including at least two in American and two in European history.

## Humanities

**120. Masterpieces of the Western World** A small number of masterworks representing the various arts are studied and celebrated with the intention of discovering the conditions and characteristics of artistic inspiration and achievement which both glorify the culture of a specific era and transcend the boundaries of time and place to speak to every age. Works from the ages of Classical Athens, 16th Century Europe, and 20th Century U.S.A. are analyzed with emphasis upon the dialectics of form and content and upon their social and biographical contexts. *Open to freshmen and sophomores.*

**220. Masterpieces of the Western World** This course will have the same syllabus as Humanities 120. Identical materials are covered and lectures given jointly. However, the course will have its own discussion groups, and a more advanced level of interpretive skills will be assumed both for group discussions and for evaluation. *Open to Juniors and Seniors.*

**Note:** Students may take either course for credit but not both. Either course fulfills Group I of the Humanities Division distribution requirement.

## Interdisciplinary Studies

*Courses given under this rubric are taught by faculty members from at least two different disciplines.*

**110. Perspectives on Society, Science, and Self** The problem of perspective as a constant in human knowledge at all levels. Each unit

aims at disrupting the student's ethocentrism while helping to develop and refine the skills of investigation, analysis, evaluation, and communication as a means of working through the resulting disorientation. *Open only to entering freshmen.*

**300. The Bologna Practicum** An interdisciplinary seminar focusing on the City of Bologna. Guest participants include administrators, political figures, art experts, and others with local expertise. *To be offered only in Bologna.*

**311-312. Seminar on Jerusalem** An interdisciplinary course, involving guest speakers and lecturers, directed towards developing an historical perspective and a sense of the student's place in time, sensitivity to the cultural differences and perspectives which exist side by side in Israel, and an awareness of the international political issues of which Israel is a focal point. Included is a detailed study of contemporary Jerusalem: its history, culture, religion, government, urban growth, social problems. *Offered only in Jerusalem.*

## International Studies

Associate Professor Rhyne (history), Director

An interdisciplinary major which draws on the perspectives of economics, history and political science to examine international relations in a changing world environment. To these disciplines are added cultural studies concerning a geographical area of the student's choice: e.g., a language of the area and selected courses in the area's literature, philosophy, music, art or religion. The interdisciplinary experience is completed with an integrative research seminar and a comprehensive examination. The program is intended to prepare a student either for graduate studies or for a career with an international focus.

**401. Interdisciplinary Seminar** Research which integrates the various disciplines in the major,



normally involving the student's geographic area.

**Core Disciplines:** Eleven courses in the core disciplines (economics, history, and political science) are required, in any 6: 3: 2 combination which includes Economics 348 (International Economics), History 282 (U.S. Diplomatic History), Political Science 170 (International Relations) and either Political Science 280 (American Foreign Policy) or Political Science 281 (American National Security Policy). Example: Six courses in economics (including 348); plus three courses in history (including 282); plus two courses in political science (including 170 and either 280 or 281). (*Effective with the Class of 1985:* In the discipline from which six courses are chosen, four must be clearly international in content or pertain directly to the student's geographical area. Further, when the six courses are chosen from economics, no more than two may be in applied economics). To the extent possible, core courses should support the student's area studies (see below).

One course in each of the core disciplines may be taken on a pass/fail basis, with the exception of Economics 348, History 282, and Political Science 170.

**Area Courses:** Four courses in one geographical area (Asia, Latin America, Russia and Soviet Union, Western Europe), exclusive of courses in the core disciplines: three must be in the humanities. (*Effective with the Class of 1985:* All four area courses must be in the humanities.) However, when the number of courses available in a given geographical area is inadequate to the student's needs—in the judgment of the supervising committee and the respective area representative—he or she may substitute area courses from other disciplines, including economics, history, and political science. As many as two of these courses may be taken on a pass/fail basis. (Total pass/fail from core and area courses = five.)

**Interdisciplinary Independent Study:** During one semester of his or her last year, the student will enroll in an independent study. In it he or she will prepare for an examination in the core disciplines (international relations, international economics, and diplomatic

history) and in his or her area. The examination will be administered in the eighth term by the supervising committee, which will announce at the beginning of each term whether the examination will be oral, written, or both.

**Foreign Language Proficiency:** (1) Satisfactory completion of courses through the intermediate level in a language appropriate to the geographic area chosen. (2) If a language is not offered at Dickinson, a proficiency examination will be administered with the assistance of the modern languages department.

**Study Abroad**—One or two semesters (fall, spring, or summer): A student may choose, with the approval of the supervising committee, any program of foreign study in the context of an international studies semester abroad program. Although majors are encouraged to go abroad, study abroad is not required.

**Requirements for a Minor**—Economics 348, History 282, Political Science 270; an additional course in each of the preceding core disciplines; two courses from the humanities in a geographic area; the interdisciplinary seminar. Total: nine courses.

**Course Offerings in the Geographic Areas:** The supervising committee and the respective area representatives will decide which courses in the geographic areas qualify for the major. The general operating principles for deciding will be that the list of courses should be as inclusive as possible. For example, any course in French literature would satisfy the Western European area requirement. (A list of courses in the four areas is available in the coordinator's office.)

**Honors:** The requirement for Honors in International Studies are: (1) a 3.0 both cumulative and in the major. (2) A grade of A- or better in International Studies 401, Interdisciplinary Seminar. (3) Honors performance in the oral exam.

## Italian

See French and Italian



# Italian Studies

Assistant Professor Davidson, Director

The interdisciplinary minor in Italian Studies consists of five courses: three courses in Italian (231, 250, and 290) and two courses from the following group\*:

Fine Arts 301 - Italian Renaissance Art

Fine Arts 302 - Baroque Art

Fine Arts 403 - Seminar: Problems in Italian Art

Music 104 - History of Opera (formerly 302)

Music 351 - Seminar in Medieval and Renaissance Music

History 227 - Europe in the Renaissance (1300-1500)

Political Science 275-276 - Studies in Modern European Politics

**Note:** One Independent Study may be chosen in place of one of the electives from the above list.

\*Elective course selections must be approved, and the completion of the minor certified, by the coordinator of the program.

# Judaic Studies

Associate Professor Rosenbaum (religion), Director

An interdisciplinary major designed to allow broad comprehension of Jewish civilization in its interaction with the civilizations of the Ancient Near East and Europe, but deep enough to prepare students for further study or careers in Judaics and related vocational pursuits.

Major:

## I. Required courses

a. Hebrew 211, 212 (Second Year Biblical Hebrew)

b. Religion 103 (Torah, Prophets & Writings)

c. Religion 204, 205 (History of the Jews)  
Both semesters should be completed by the student's senior year.

## II. One of the following pairs of courses:

- a. Religion 211a or 211b (Jews and Judaism in US, 1654-; American Jewish Fiction)
- b. Religion 206, 203 (Modern Jewish Thought, Studies in Hebrew Scripture)
- c. History 190 (Introduction to History) Philosophy 230 (Philosophy of Religion)
- d. Religion 108, 109 (Emergence of the Christian Tradition, Emergence of the Protestant Tradition)

(Suitable equivalent pairs may be used)

III. One upper level seminar OR Independent Study, with the approval of the Director.

IV. Two additional courses congruent with the direction of the student's major interest within the field.

# Latin

See Classical Studies

# Latin American Studies

Assistant Professor Ruhl (political science), Director

The certificate program in Latin American Studies is intended to allow students with varying interests and academic majors (such as history, economics, education, fine arts, political science, international studies, anthropology and Spanish) an opportunity to develop an understanding and appreciation of Latin American civilization. It also provides students the opportunity to work closely with a core of professors with special training, experience, and enthusiasm in this field. The program is viewed as valuable to those planning graduate work to become teachers, social workers, Foreign Service Officers or managers in multinational corporations. The certificate may also provide an advantage to students in seeking admission to graduate programs specifically concerned with Latin America.



Achievement of the Certificate in Latin American Studies requires (1) the successful completion of Latin American Studies 201; (2) completion of six other approved courses or independent studies dealing with Latin America taken in at least three academic departments e.g. Anthropology 221 and 222, Economics 349, Political Science 251, Spanish 343 and 344, etc.; (3) demonstrated language proficiency in Spanish or Portuguese, equivalent, as a minimum, to the completion of a two-hundred level conversation and composition course; (4) the completion of an interdisciplinary research paper written under the supervision of at least two faculty members from different departments, and for which one course credit will be offered under Latin American Studies 490; and (5) the successful oral defense of the research paper before a committee of at least three program professors. Participation in the Colombia Program or its equivalent is encouraged but not required.

#### **201. Introduction to Latin American Studies**

A multi-disciplinary, introductory course in Latin American Studies designed to familiarize students with Latin American societies through a study of their history, economics, politics, literature and culture. The purpose of the course is to provide a framework or overview to enhance understanding in the students' future courses in particular disciplines and specific areas of Latin American study. *No prerequisite, required of all Latin American Certificate candidates.*

#### **490. Latin American Interdisciplinary Research**

Research into a topic concerning Latin America which is directed by two or more faculty representing at least two disciplines. Students must successfully defend their research paper to obtain course credit. Designed to satisfy requirement four (4) of the Latin American Certificate Program. *Prerequisite: Seniors in the program.*

**Note:** Students must apply to the Latin American Studies Program by the beginning of their junior year. See also Special Options: The Latin American Studies Program.

## Library Resources

The primary mission of the Boyd Lee Spahr Library is to support the liberal arts program of Dickinson College. To this end the librarians strive to assemble and organize the best possible collection of books, periodicals, and other library materials for students and faculty to use in their study and research.

As the library grows, the complexity of its organization increases. As ease of communication in the scholarly world grows, the more important access to other libraries' holdings becomes. Dickinson librarians are, therefore, eager to assist students in finding the materials they need for their work at Dickinson and to teach students how to do a logical search and how to evaluate materials located for a particular project. Such instruction takes place when individual students come to the library and ask for help, when librarians do bibliographic instruction sessions for particular courses, and in the half credit course, Introduction to Library Research, listed below.

Skill in the location, evaluation, and use of recorded information is crucial to success in the educational enterprise at Dickinson and to continued success as students move on to graduate schools and into the world of work. Dedicated to the notion that education has more to do with process than it does with the acquisition of specific knowledge, the college library strives to build an excellent collection in breadth and depth and to provide Dickinson students with the skills they will need to fulfill their information needs throughout their lives.

#### **Faculty:**

**Yates Forbis**, Associate Professor of Library Resources. M.A., Appalachian State University and M.S., Columbia University. His major reference area work is in government documents with skill in data base searching. His graduate work in American material culture has led to his teaching in this field, focusing on architecture, folk art, and the decorative arts.

**Isingard M. Woodworth**, Assistant Professor of Library Resources. M.L.S. University of



California at Berkeley, M.A., Pennsylvania State University. Her library science specialization is cataloging and classification. She is especially interested in German literature of the middle ages and the 19th century.

**Joan M. Bechtel**, Librarian. Chairwoman. M.S. in L.S., Drexel University and M.A., University of Pennsylvania. The core of her scholarly interests is in European intellectual history, particularly in the Renaissance and Reformation periods. Her current research on women in 16th-century England grows out of her work with John Foxe's *Book of Martyrs* as it reflects the social history of the period.

**Martha C. Slotten**, Librarian and College Archivist. M.A., University of Wisconsin, M.A., Shippensburg State College. Her curatorship of manuscripts, rare books, and archives includes her supervision of wide student research with these materials. Her own research centers in the 18th century, particularly in the literary culture of Philadelphia. Other scholarly interests are in women's studies and black history.

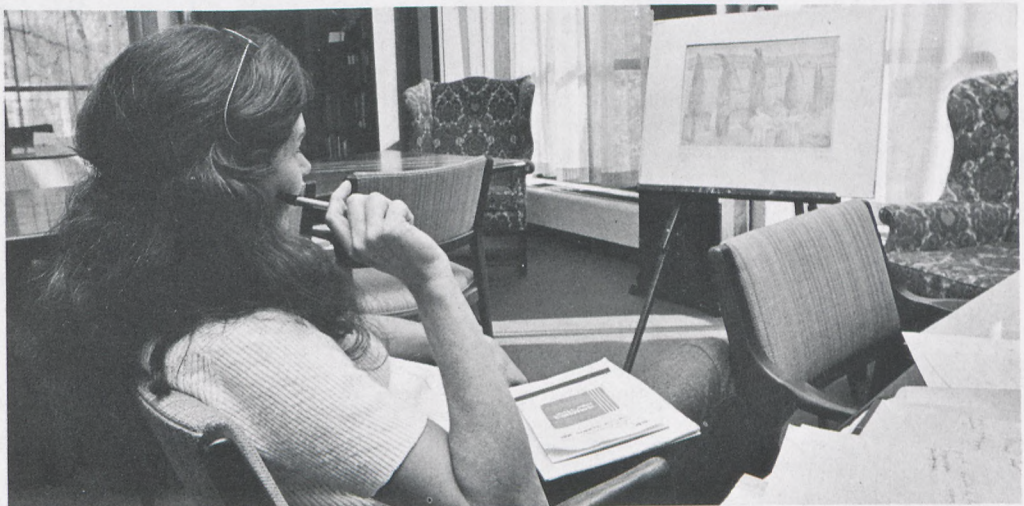
**Larry Wilt**, Assistant Professor of Library Resources. M.L.S. and Ph.D., Indiana University. He is head of Reference services and is also concerned with the library's automation projects. His philosophical interests grow out of his doctoral dissertation on Franz Brentano's epistemology for ethics; he is currently working on the debate over subjectivism in

ethics and the problem of how value is perceived.

**Annette LeClair**, Librarian. M.A., University of Virginia, M.S. in L.S., University of North Carolina. Her primary library responsibilities are in cataloging and reference with expertise in data base searching. Her current research interests in the English novel, Edwardian poetry, and German studies have made her a valuable resource for students in the Arts House.

**Sue K. Norman**, Librarian. M.A., SUNY at Albany and M.A. in L.S., University of Iowa. She divides her time between the cataloging and reference areas of the library. Her study in French, Spanish, and currently in Russian, continue her interest in language and linguistics. Other research interests include secondary education in the inner city, remedial writing instruction, and in poetry.

**101. Introduction to Library Research** A study of the resources of a college library including books, periodicals, indexes, abstracts, bibliographies, U.S. Government Documents, manuscripts, and reference sources in the various disciplines. Attention is given to effective research strategies, and to selection and evaluation of sources. *One-half course credit. Offered first seven weeks of each semester.*





# Mathematical Sciences

During a 5,000-year history, the mathematical sciences have flourished most when the general level of civilization has flourished most and never so much as in our Western civilization at the present time. They have been a spring of delight and source of wonder to all with eyes to see and minds to grasp, a source of understanding of the world around us, and, increasingly, of the world within us. In subject matter, the main branches, pure mathematics, statistics, operations research, and computer science, vary, but all are structured; parts and the whole are articulated and stand in definite relations to one another. Numerical and geometric relations are the most familiar but by no means the only examples. These sciences are logical; properties are soundly inferred from fundamental ones and so their conclusions are universally valid, which implies that they are not to be upset by any developments in the special sciences. They are increasingly algorithmic; processes are designed and studied and their properties established.

Our courses are organized into two major programs, Mathematics and Computer Science, but many selections from either or both are not only possible but encouraged. In general terms, the programs start with the more immediately applicable (Calculus and Introduction to Computing), develop themes suggested therein (Analysis, Linear Algebra, or Programming Language Structures), branch out in other directions as appropriate to personal interests (e.g. Statistics or Information Systems), and finally return to foundational questions (Analysis and Discrete Structures).

All this can be the study of a lifetime and the beginning of many fruitful careers. Some will wish to continue their educations in graduate school; this is necessary for academic life but useful for others also. Apart from the obvious opportunities in business for those with a good background in computing, there are a host of interesting positions in governmental and industrial research and that is most particularly true for those who have also developed a collateral background in a

field of application such as any of the natural or social sciences, particularly psychology and economics.

## Faculty:

**Peter E. Martin**, Professor of Mathematics. Chairman. Ph.D., Harvard University. His scholarship has included classical analysis, particularly functions of a complex variable and conformal invariants, formal logic with emphasis on provability and computability, and most recently the mathematical theory of languages, both formal and natural ones.

**Lee W. Baric**, Professor of Mathematics. Ph.D., Lehigh University. His research interests lie in Schauder bases in Banach spaces and in generalized summability. He is also conducting research in electronics, specializing in the design of filters utilizing piezo-electric crystals.

**John H. Light**, Professor of Mathematics. M.S., The Pennsylvania State University. He is primarily interested in applied mathematics and has served as a mathematics consultant to several individual and group interests. His current interest lies in the area of problem solving involving the use of mathematical models and patterns of thought and is directed toward sharing with the Liberal Arts student the virtue, beauty, and truth of mathematics. (On leave Spring 1981).

**Jack R. Stodghill**, Associate Professor of Mathematics. Ph.D., Brown University. His scholarship has centered on the representation theory of Lie algebras and in particular on the Adams operators. His current research concerns the linearity aspects of mathematics and such closely related areas as statistics.

**Charles M. Harvey**, Associate Professor of Mathematics. Ph.D., Stanford University. His research centers on the area of decision analysis in the field of operations research. Currently, his research is on the mathematics of social decision making. Previous research has also been in partial differential equations, numerical analysis, and statistics.

**E. Robert Paul**, Assistant Professor of Computer Science. Ph.D., Indiana University. His scholarship has involved examination of programming languages, algorithmic processes,



applications programming, social uses of computing, history and philosophy of science. His most recent research deals with shifting paradigms in emerging scientific frameworks.

**Victor J. Marma**, Assistant Professor of Mathematics. Ph.D., Harvard University. His primary interests are in the foundations of mathematics and computer science and their relationship to the philosophy of symbolic forms. Currently, he is working in the field of cognitive science with special consideration given to the philosophical implications of the computational metaphor in models of cognition.

**Nancy H. Baxter**, Assistant Professor of Mathematics. Ph.D., Rutgers University. Her scholarship is concentrated in the area of non-linear functional analysis. Her current research examines a non-linear integral equation with particular emphasis on the application of numerical methods.

**Carl L. Leinbach**, Part-time Associate Professor of Mathematics. Ph.D., University of Oregon. He offers instruction in computer science. His current research focuses on theories of causation.

## Computer Science

\*111, 112. **Introduction to Computing I, II** Structured programming in BASIC and PASCAL; the development and implementation of algorithms in such topics as sorting and searching, numerical computation, string manipulation, graph theory, data structures, operations research, and artificial intelligence. *A student may not receive more than one credit from 112, 202B (Spring 1979), or 202A (Spring 1980). Computer Science 111 does not satisfy the Division III, 2 distribution requirement. See note 1.*

151. **Computers and Society** Introduction to the computer both as a concept and as a machine, and to its many societal dimensions. Includes an examination of social uses of computing, and a treatment of selected

ethical, intellectual, and philosophical issues. The technology of computers, including the logic of machine operation and basic ideas of programming, is examined briefly.

203, 204. **Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

211. **Programming Language Structures** Basic properties and special facilities of such higher level languages as PASCAL, FORTRAN, LISP, and SNOBOL; data types, scope rules, block structure, procedure calls and parameter types, storage allocation considerations. *Prerequisite: 112. A student may not receive more than one credit from 211 or 201A (Fall 1979).*

231. **Information Structures** The representation, manipulation, and use of such structures as lists, stacks, queues, trees, and graphs; the organizing of information; file processing and information retrieval considerations. *Prerequisite: 112. A student may not receive more than one credit from 231 or 201A (Fall 1977, Fall 1978).*

232. **Information Systems** Relational, hierarchic, and network models in data base management; data definition languages and data manipulation languages; natural language processing and human information processing may be considered if time permits. *Prerequisite: 231. See note 2.*

251. **Structure of Computers and Assembly Language Programming** Computer architectures, logical design, data representation, machine arithmetics, conventional machine level instructions, assemblers and loaders; an introduction to assembly language programming. *Prerequisite: 112 and 211 or concurrent registration therein. A student may not receive more than one credit from 251, 202A (Spring 1979), or 202B (Spring 1980).*

252. **Operating Systems** A survey of operating systems software; batch, multitasking and time-sharing operating systems. Process management and scheduling, memory management and addressing; filing systems. *Prerequisite: 251. See note 2.*

282. **Numerical Methods** A study of algorithms for the efficient approximation of definite integrals by numerical quadrature, the solu-



tion of non-linear equations, of linear systems of equations, and of the solution of differential equations. *Prerequisite: 111 and Mathematics 262 or concurrent registration therein. (Also listed as Mathematics 282.)* See note 2.

**311. Discrete Structures** Set theory, cardinal numbers, finite state machines, computability and logic, graph theory, elementary algebraic structures. *Prerequisite: 111 and Mathematics 261. (Also listed as Mathematics 311.)* A student may not receive more than one credit from 311 or 201B (Fall 1978, Fall 1979).

**312. Theoretical Computer Science** One or more of formal languages, compiler construction, formal logic, computational complexity, and analysis of algorithms. *Prerequisite: 311. (Also listed as Mathematics 312.)* See note 2.

**403, 404. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

**Major:** 9 courses above 111 including 112, 151, 211, 231, 251, 311 and at least two courses from 232, 252, and 312. The remaining course may be from Computer Science, Mathematics 331 or 332, or may be a course in a field of application as approved in advance by the department upon petition by the student. In addition, Mathematics 222 and 261 are required.

**Minor:** 6 courses in Computer Science. Mathematics 331 or 332 may be substituted for one of the 6 courses.

**Note 1:** All Computer Science sources above 111 satisfy the Division III, 2 distribution requirement.

**Note 2:** Computer Science 232, 252, 282, 311, and 312 are given in alternate years. For exact scheduling check with the department.

## Mathematics

**100. Elementary Mathematics** To assist students whose background in mathematics is deficient. A brief review of the highlights of algebra, trigonometry, and analytic geometry. *Prerequisite: Permission of the instructor. This course does not count towards the require-*

*ments of a major or minor and will not satisfy the Division III Distribution Requirement.*

**110. Mathematical Modeling** Introduction to the methodology of modeling as a technique useful in working towards the solution of real world problems. A variety of mathematical tools will be utilized at an elementary level. *This course will not count toward the requirements of a major or minor. A student may not receive credit for both 110 and 211.*

**121. Elementary Statistics** An introduction to statistical inference, including such topics as measures of central tendency and dispersion, tests of hypotheses, and correlation. *Prerequisite: 100 or its equivalent. This course will not count toward the requirements of a major or minor. A student may not receive credit for both 121 and 221.*

**\*161, 162. Calculus I, II** Derivatives and integrals of functions of one variable with such applications as maxima and minima, curve tracing, velocity and acceleration, and area and volume. Brief introductions, as time permits, to differential equations, series, and functions of two variables. *Prerequisite: Mathematics 100 or equivalent preparation. A student may not receive more than one credit from (the old) 121, 131, 141, or 161; or more than one credit from 122, 132, 142, or 162.*

**201, 202. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course. May count toward the major if so announced in advance.*

**222. Probability and Statistics** Descriptive statistics; the binomial, hypergeometric, Poisson, normal, and chi-squared distributions with applications to inferential statistics. *Prerequisites: 162 and Computer Science 111. See note 3.*

**\*261, 262. Calculus III, IV** Introductory linear algebra, multivariable calculus including partial derivatives and multiple integrals, and differential equations. *Prerequisite: 162 or equivalent preparation.*

**282. Numerical Methods** A study of algorithms for the efficient computer approximation of definite integrals by numerical quadrature, the solution of nonlinear equations, of linear



systems of equations, and of the solutions of differential equations. *Prerequisite:* 262 or concurrent registration and Computer Science 111. (Also listed as Computer Science 282). See note 3.

**311. Discrete Structures** Set theory, cardinal numbers, finite state machines, computability and logic, graph theory, elementary algebraic structures. *Prerequisite:* 261 and Computer Science 111. (Also listed as Computer Science 311). A student may not receive more than one credit from 311 or 201B (Fall 1978, Fall 1979).

**312. Theoretical Computer Science** One or more of formal languages, compiler construction, formal logic, computational complexity, and analysis of algorithms. *Prerequisite:* 311. (Also listed as Computer Science 312.) See note 3.

\*321, 322. **Statistics** An introduction to the mathematical theory of probability and statistics, including a study of probability distributions and their parameters, statistical inference, tests of significance, estimation, and tests of hypotheses. *Prerequisite:* 222 and 262. See note 3.

**331. Operations Research** Uses of linear optimization models, solutions of linear systems of inequalities, the simplex algorithm, duality theory, and sensitivity analysis. The last quarter may be concerned with an additional topic such as dynamic programming or decision analysis. *Prerequisite:* 261 and Computer Science 111. See note 3.

**332. Topics in Operations Research** Topics to be chosen from the following areas: decision analysis, utility theory, cost benefit analysis, statistical decision theory, graph theory, game theory, and group decision making. Topics will vary from year to year. *Prerequisite:* 261 and Computer Science 111. See note 3.

\*341, 342. **Mathematical Physics** Analytical and numerical techniques for the mathematical analysis of physical phenomena. Topics include advanced vector analysis and matrix methods, techniques for solving ordinary and partial differential equations used in Physics, the solution of boundary value problems, the properties and use of functions of a complex

variable, Green's functions, Legendre Polynomials and Bessel Functions. *Prerequisite:* 262 and Physics 132. (Also listed as Physics 341, 342.) Given by the Physics Department.

**351. Algebraic Structures** An introductory treatment of fundamental algebraic structures such as groups, rings, and fields. *Prerequisite:* 261.

**352. Linear Algebra** An introduction to vector spaces, linear transformations and elementary canonical forms, inner product spaces, and operators on inner product spaces. *Prerequisite:* 261.

\*361, 362. **Analysis I, II** The real number system, limits, continuity, convergence, differentiation, integration, infinite series, and higher dimensional calculus. *Prerequisite:* 262.

**372. Complex Analysis** An introductory study of functions in the complex plane. Topics will include: complex numbers and functions, the theory of differentiation and integration of complex functions; Cauchy's integral theorem; the Residue theorem; conformal mappings. *Prerequisite:* permission of the instructor.

**381. Topology** An elementary study of metric and topological spaces touching upon open and closed sets, compactness, and connectedness. *Prerequisite:* permission of the instructor.

401, 402. **Special Topics** Topics to be announced when offered. *Prerequisite:* permission of the instructor. One-half or one course.

**Major:** At least 8 courses above 202 including 261, 262, 352, 361, 362 and at least 2 additional courses numbered above 300; Computer Science 111.

**Minor:** 6 courses including 262.

**Note 3:** Mathematics 222, 282, 311, 312, 321, 322, and 331, 332 are given in alternate years. For exact scheduling, check with the department.



# Military Science

The Department of Military Science adds another dimension to a Dickinson College liberal arts education by offering courses which develop a student's ability to organize, motivate, and lead others.

Participation in ROTC during the freshman and sophomore years incurs no military obligation. Courses during these years are designed to give the student an overview of the defense establishment and an orientation on the role of an Army Officer.

Individuals that elect to continue in the program during the junior and senior years will be commissioned upon graduation and serve from three months to three years in the active Army.

The following courses are required to satisfactorily complete the Army ROTC program:

Freshman Year **Military Science** 101, 102

Sophomore Year **Military Science** 201, 202

Junior Year **Military Science** 301, 302

Senior Year **Military Science** 401, 402

Options are available for those individuals encountering scheduling conflicts or desiring participation after their freshman year. Contact the department for further information.

## Faculty:

**Robert J. Harman**, Professor of Military Science. Chairman. M.S., Troy State University. Lieutenant Colonel, U.S. Army, Infantry. Instructor for Senior ROTC Cadets. Assignments include command and staff positions in Infantry and Army Aviation units. Academic directions have been in business/management fields. Other interests are tennis and long distance running.

**Kenwood E. Giffhorn**, Instructor of Military Science. M.Ed., Fitchburg State College; M.S., Shippensburg State College. Major, U.S. Army, Military Intelligence; Instructor in military science courses concerning survival in cold environments. Teaches academic courses concentrating on contemporary military issues; American military history; leadership, organization and management. Involved on a

part-time basis in energy consulting for the Governor's Energy Council.

**Robert G. McKeever**, Instructor of Military Science. M.S., Shippensburg State College. Captain, U.S. Army, Corps of Engineers. Instructs Introductory Military Science. His professional interests include military engineering and research and development. Other interests include volksmarching and model railroading.

**Bennie B. Jamerson**, Assistant to the Professor of Military Science. B.S.B.A., University of Arkansas. Captain, U.S. Army, Field Artillery. He specializes in leadership, management, and tactical nuclear employment. His current research is in the field of organized communications.

**Advanced Leadership Practicum:** A six-week summer training program at an Army installation which stresses the application of military skills to rapidly changing situations. Participants are evaluated on their ability to make sound decisions, to direct group efforts toward the accomplishment of common goals and to meet the mental and physical challenges presented to them. Completion of this practicum is required prior to commissioning and it is normally attended between the junior and senior years. Participants receive room, board, travel expenses and medical care, and are paid for the six-week period.

**Financial Assistance:** Books and equipment for military science courses and the ROTC program are provided free of charge to all cadets. All juniors and seniors in the ROTC program (Advanced Course) and scholarship cadets are paid a tax-free subsistence allowance of \$100 a month and receive certain other benefits.

**Physical Education Credit:** Physical education activity units for military science may be earned for summer camp (two units) and for completion of both junior and senior year levels of military science leadership laboratory (one unit).

**Scholarships:** Army ROTC scholarships based on merit are available. Recipients receive full tuition, academic fees, book and supply



per month subsistence allowance. High school seniors may apply for four-year scholarships, and cadets enrolled in the program may compete for three-year (starts in sophomore year), two-year (starts in junior year) and one-year (starts in senior year) scholarships. Information may be obtained from high school counselors, any Army ROTC professor of military science, or any Army installation. Recipients agree to a four-year active service obligation.

**Non-Dickinson Students:** Students pursuing a baccalaureate or advanced degree program at nearby colleges are eligible to cross-enroll in the Dickinson College ROTC program. These schools have registration or transfer procedures which allow full or partial credit toward graduation for military science courses taken through Dickinson. Contact this department for further information.

Departmental Courses:

101, 102. **Introduction to Military Science (Leadership Laboratory)** Instruction in individual skills and the foundation for more advanced laboratories. Meets one hour per week in each semester.

111. **American Military History** From colonial times to the present, with emphasis on the interrelationship of factors which contribute to the development and utilization of the U.S. Military. One-half course credit.

201, 202. **Application of Military Science (Leadership Laboratory)** Participation in operations and basic tactics to demonstrate leadership and management problems, and to illustrate various processes of resolution. Meets two hours per week in each semester.

211. **Organization and Management** Concepts of organization theory and the principles of management. Management and leadership relationships are investigated as they apply to the general theory and practice of the management functions of planning, organizing, staffing, direction, coordination, control, innovation and representation. One-half course credit.

301, 302. **Advanced Application of Military Science (Leadership Laboratory)** Emphasis on leadership. Situations require direct interaction

expenses (not room and board), and a \$100 with other cadets (students) and faculty members. The participants set well-defined goals and develop procedures for goal attainment. Meets two hours per week in each semester. *Prerequisite: open only to advanced course cadets.*

321. **Leadership and Management** Principles and techniques of effective leadership, methods of developing and improving managerial abilities and leadership qualities, and a basic understanding of interpersonal interactions. Use is made of recent developments in the administrative and the behavioral sciences to analyze the individual, group and situational aspects of leadership, and the management of resources. One course credit.

401, 402. **Command and Staff (Leadership Laboratory)** Emphasis is placed on developing planning and decision-making capabilities in the areas of military operations, logistics and administration. Meets two hours per week in each semester. *Prerequisite: open only to Advanced Course cadets.*

431. **Contemporary Problems Seminar** Seminars in selected areas emphasizing the interplay of multifarious considerations in exploring the environment of the contemporary American scene, and the position of the United States in the world. Normally seminars will be offered in two major areas.

a. **Civil-Military Relations**—Examines the contemporary United States as it relates to the decision-making process affecting the U.S. military establishment. Emphasis is on the interdependence of military, social, legal, and ethical considerations in forming policies, as well as the interchange of influence, the military on society and society on the military. Normally, three problems are examined; these change by semester. Professors from other departments participate as discussion leaders. One course credit.

b. **Comparative National Security Policies**—Examines the national security policies and postures of the United States, Soviet Union, Peoples Republic of China, and selected other nations. Emphasis is placed on discovering (through independent study, discussion, and common readings) the features common to all major powers so their differences can be better understood. One course credit.



# Music

Courses in music and faculty-directed ensembles are offered in the belief that the art of music is an essential aspect of a person's personal, social, and cultural evolution, being a manifestation and reflection of the deepest and most exalted thought and feeling throughout the ages. The art of music is considered in terms of its participation in the intellectual, aesthetic, and spiritual life of the human family. Instruction in music and membership in musical ensembles are offered both to students whose interest is of a general nature and to those who anticipate graduate or professional study. The offerings of the department are designed to enable students to follow a balanced and complementary program of study in four dimensions of music through the study of the literature of music and its cultural context, training in music theory and composition, individual instruction in most instruments, voice, and through participation in vocal and instrumental ensembles. The goal of the music program is to endow students and participants with lasting understanding and enjoyment of the riches of our musical heritage.

Recent graduates from the Department of Music are professional performers in symphonic ensembles, teaching on the secondary and college level, active in the fields of arts management and music publications and sales, and are music librarians.

## Faculty:

**Truman Bullard**, Professor of Music, Chairman. Ph.D., Eastman School of Music of University of Rochester. He teaches courses in Music History and Theory, conducts the Choir and Chamber Choir, and plays bassoon and piano. His special courses are in Baroque and Contemporary Music, and his research interests are Russian music and culture and American jazz.

**J. Forrest Posey**, Associate Professor of Music. M.A., Harvard University. He offers courses in the History and Theory of Music, in Composition, and in the performance practice of Medieval and Renaissance music. He conducts the Collegium Musicum in performance of

early music, plays the lute, recorder, cornetto, and krumhorn, and offers instruction in several early instruments. He is also a maker of such instruments. His research interests are in early music and its performance practice.

**Frederick Petty**, Associate Professor of Music. Ph.D., Yale University. He teaches courses in Music History with specialization in opera and music of the Classic and Romantic Eras. He conducts the College-Community Orchestra, the Wind Ensemble, Brass Ensemble, and plays the French horn. He is an active scholar in the field of eighteenth century Italian opera.

**Pong-Hi Park**, Instructor in Piano. M.A., Peabody Conservatory of Music. She teaches piano and is a highly acclaimed concert pianist. She performs frequently as soloist, with orchestra, and in chamber ensembles in major cities and colleges.

**Ann Mathews**, Part-time Instructor in Applied Music. M.M., Peabody Conservatory of Music. She offers lessons in voice and is a specialist in the interpretation of Solo Song literature. She is a lyric soprano and has performed in opera and recitals along the eastern seaboard.

**Anita Brandon**, Part-time Instructor in Applied Music. M.M., University of Arizona. She teaches in oboe, clarinet, saxophone, and bassoon. She plays the oboe as the first chair with the Harrisburg and York Symphony Orchestras.

**Allen Krantz**, Part-time Instructor in Applied Music. M.A., Stanford University. He is a widely recognized classical guitarist who has appeared as a soloist in major cities and music festivals throughout the country.

**Josephine Freund**, Part-time Instructor in Applied Music. M.M., Peabody Conservatory of Music. She is a concert and church organist. Her research interest is in the field of musicology.

**Samuel Martin**, Part-time Instructor in Applied Music. M.M., Northwestern University. He offers lessons in trumpet, trombone, and euphonium. He is the director of instrumental and vocal music in the Middletown School System.

**June Shomaker**, Part-time Instructor in Applied



Music. B.M., Washington University. She teaches cello and is a member of the Harrisburg Symphony Orchestra. She also has offered solo performances and has participated in chamber ensembles.

**John Eaken**, Part-time Instructor in Applied Music. M.M., Temple University. He offers instruction in the concert violin. He appears each year with major orchestras and in solo recitals and is the winner of several solo competitions and awards.

**100. The Art of Music** An introductory course intended for those students with little or no previous knowledge of music. Representative works from all periods and styles are studied in such a way as to emphasize the acquisition of permanent listening skills.

**101, 102. History of Music** An introductory course in music designed to train students in intelligent listening through discussion and analysis of selected representative works from plainsong through contemporary music.

**103. 20th Century Music** A survey of the major trends in music during the 20th century. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**104. History of Opera** A survey of operatic literature from its inception to the present. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**105. Instrumental Music** A discussion of selected topics in instrumental music, e.g., symphonic literature, chamber music, and keyboard literature. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**106. Vocal Music** A discussion of selected topics in vocal music, e.g., choral literature and history of the art song. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**107. Biographical Studies** A study of the life and works of a major composer, e.g., Bach,

Beethoven, Mozart, or Bartok. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**108. American Jazz** A study of the roots of jazz in social, cultural and artistic dimensions followed by a chronological survey of the evolution of jazz styles from the late 19th century to the present. *Prerequisite: Music 101 or 102 or permission of the instructor.*

**113-114. Applied Music Instruction I** Open to all students who demonstrate by audition some acquaintance with musical notation, and who should continue to study instrument or voice at the basic level. *One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.*

**125, 126. Theory of Music I** An introduction to the basic materials of music by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. Students are acquainted with some characteristic means of organizing these materials through firsthand contact with simple problems in melodic, contrapuntal, and harmonic techniques. *Prerequisite: permission of the instructor.*

**213, 214. Applied Music Instruction II** Open to students who demonstrate by audition a basic technique, and who should continue instruction on the intermediate level. *May be repeated for credit with the permission of the instructor. One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.*

**245, 246. Theory of Music II** Introduction to the basic materials of music continued. Evolution of chromatic harmony in the 19th century and selected techniques in 20th century music. Increased emphasis is placed upon stylistic and critical analysis. *Prerequisite: Music 126.*

**313, 314. Applied Music Instruction III** Open to students who demonstrate by audition a fully developed technical skill and who should continue study on the advanced level. *May be repeated for credit with the permission of*



the instructor. One-half or one course each semester. Placement by audition. Does not fulfill distribution requirements.

**351. Seminar in Medieval and Renaissance Music** Study of the principal styles and forms of music from plainsong to ca. 1600. Given in alternate years. Prerequisite: 126.

**352. Seminar in Baroque Music** Study of the principal styles and forms of music from 1600 to 1750. Given in alternate years. Prerequisite: 126.

**353. Seminar in Classic and Romantic Music** Study of the principal styles and forms of music from ca. 1750 to ca. 1900. Given in alternate years. Prerequisite: 126.

**354. Seminar in 20th Century Music** Study of the principal styles and forms of music from ca. 1900 to the present. Given in alternate years. Prerequisite: 126.

**413-414. Repertory and Performance** The purpose of this course is to acquaint the advanced student with a broad selection of the repertory for his voice or instrument, and to prepare him to perform a program in spring semester which demonstrates his understanding of several musical periods and styles. Prerequisite: Music 101 and 102, Music 313 and 314. Open to seniors with the permission of the music department upon recommendation of the instructor.

**495, 496. Senior Seminar** Studies in composition, music history, and advanced theory, conducted through regular conferences and assigned writing. Open to seniors majoring in music who have demonstrated their ability to pursue independent research in at least two courses from this group: 351, 352, 353, 354. Prerequisite: Permission of the chairman of the department.

**College Choir** A mixed choir open through audition to everyone in the college community. Several major choral works are performed each year at Dickinson with the College-Community Orchestra. Permission of the director required.

**Chamber Choir** This select ensemble of 30 voices drawn from the College choir performs regularly in worship services at the college

and travels widely to present secular and sacred music in major cities and colleges. Permission of the director required.

**Collegium Musicum** A small, select group of singers and instrumentalists drawn from the student body, faculty, and community for the purpose of studying and performing masterpieces composed for small ensembles. Permission of the director required.

**College-Community Orchestra** Open to students and faculty at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature. Permission of the director required.

**Dickinson Jazz Ensemble** 18 to 20 musicians perform classic and contemporary jazz in this group in concerts for social occasions and at indoor athletic events. Membership is by competitive audition.

**Major:** ten courses, including 101, 102, 125, 126, 245, 246, and four courses from the following group: 351, 352, 353, 354, 414, 495, 496, or an independent study approved by the department.

**Minor:** six courses, including 101, 102, 125, 126 and two additional courses from the following group: 245, 246, 351, 352, 353, and 354.

**Note:** Students planning to major in music should complete 125-126 during their sophomore year. A knowledge of French and German is necessary for graduate study in music.



# Philosophy

Courses in philosophy present ways of thinking about those fundamental questions which continue to puzzle us in spite of all our learning. What is it to be human? Can we justify our values? Is truth possible? Does history have or make any sense? Philosophers see questions like these cutting across the boundaries of science, art, politics, and religion, crucial to all these fields yet belonging to none of them, and demanding that we reflect on all our experiences and beliefs in order to put forward answers.

Because it poses serious questions about ideas we might otherwise take for granted, philosophy has always been central to liberal education. The philosophy program at Dickinson stresses a balanced approach to three main tasks: (1) understanding the sorts of questions philosophers ask; (2) critically evaluating the methods, ideas, and sorts of evidence that have gone into the attempts to answer these questions; and (3) making the transition from criticism to original thought, where the questions have become truly one's own. We stress analysis of primary sources and the ability to see philosophical issues in their proper historical and cultural contexts.

Recent graduates of the program have gone on to advanced studies in philosophy at such institutions as Harvard, University of Chicago, University of Texas, Vanderbilt, and Notre Dame. Among those graduating from 1965 to 1980, 29 of the 30 who applied were accepted in a philosophy program of their choice.

Because it couples rigor of thought with concern for all aspects of the human condition, the study of philosophy has always been regarded an excellent foundation for a life in public service, education, law, medicine, policy-making, and other fields requiring a creative but critical approach to problem-solving. Typically over half the department's majors combine their philosophical studies with a major in another field.

## The Program in Philosophy

Courses in the department are divided as follows:

- 100-level: introductory
- 200-level: intermediate
- 300-level: advanced

Numbers within each level (e.g., 101, 102) do not indicate degree of difficulty, but only grouping or sequence within a group.

With the exception of Philosophy 211 and 212, any 200-level course may be taken at the 300-level. Precise requirements for 300-level credit are set by contract with the instructor during the drop/add period, but work at this level typically involves, over and above the regular course requirements, greater depth and breadth of reading, occasional tutorials with the instructor, or more extensive writing. To qualify for 300-level work a student must have had a previous 200-level course and approval of the department.

The department encourages independent study and research. Students should submit their proposals in writing for approval by the department at the beginning of each term.

Since philosophy touches on so many other fields of study, the department also encourages double majors or other forms of interdepartmental work and strongly supports courses and programs which combine the perspectives of more than one discipline or which involve the comparison of different civilizational perspectives.

## Faculty:

**George Allan**, Professor of Philosophy. Ph.D., Yale University. He is interested in how people act, individually or in groups, and what this tells us about what the world is and what it ought to be. He teaches ethics and topics in social philosophy, and has special concerns in American thought, existentialism, and Whitehead's process cosmology. Professor Allan's scholarship is in these areas and in matters related to higher education.

**Cyril Duggins**, Associate Professor of Philosophy and Chairman. Ph.D., Northwestern University. Trained in the ancient and medieval as well as the contemporary traditions, he teaches the history and interpretation of



Western philosophy to the Renaissance and also specializes in recent continental thought, especially phenomenological aesthetics, cultural hermeneutics, and the work of Merleau-Ponty. He has recently completed a major study of metaphorical language and is currently working on problems concerning the relationship of ethos and ethics in American business.

**Susan M. Feldman**, Assistant Professor of Philosophy. Ph.D., University of Rochester. She works on issues on Kantian epistemology, the history of philosophy in the 17th and 18th centuries, and ethics. Her current research involves issues in reference and judgment, as well as the application of ethics to social issues such as the status of women and the environment.

**Philip T. Grier**, Visiting Associate Professor of Philosophy. Ph.D., University of Michigan. He teaches a variety of courses in political and social philosophy and in the philosophy of law. Some of these focus on contemporary issues; others explore the history of such traditions as liberalism or Marxism. He also has a strong interest in the history of philosophy, especially Russian philosophy and Hegelianism.

#### **Contributing Faculty:**

**Associate Professor Krebs** (comparative civilizations)

**101. Problems of Philosophy** Introduction to philosophy through some of its central problems: in what sense we can be said to know anything or to be free, whether history has a goal, what things are truly worth doing or having. May be approached either by exploring each problem in turn or by analyzing the writings of several philosophers and seeing how different problems are dealt with in each.

**102. Ethics** Major theories in terms of which philosophers have tried to make sense of moral problems. The aims are to expand the student's understanding of ethical alternatives, to provide models and methods for thinking about moral dilemmas, and to help formulate and clarify one's own ethical position.

**105. General Logic** Topics include deduction

and induction, methods for identifying mistakes in reasoning, informal fallacies, use of Venn diagrams and truth tables, natural deduction systems, and probability theory.

**107. Introduction to Symbolic Logic** Theory and practice in translating arguments into symbolic form and testing for validity by means of truth tables, natural deduction systems, and axiomatic systems. Propositional and predicate logics. Logic of relations. Usually offered as a self-instructional tutorial.

**201. Philosophy of Religion** What it means to examine religion philosophically, and a selection of problems which come to light from such an examination: the nature of religious experience, the possibility of rational belief, meaning or lack of meaning in religious language, and the paradox of evil. *Prerequisite: a previous course in philosophy or major standing in Religion.*

**202. Philosophy of Art** The struggle to answer the question: what is a work of art? Discussions of the nature of aesthetic experience and the meaning of literature and the arts in individual and cultural life. The work of art in thinkers such as Aristotle, and Nietzsche. Conversations with local and visiting writers and artists on special problems. *Prerequisite: a previous course in philosophy or major standing in a literature program, fine arts, or music.*

**203. Philosophy of Society** The views of human nature, conceptions of morality, and theories of history which underlie contemporary conservative, liberal, and socialist thought. Intensive study of thinkers such as Locke, Burke, J. S. Mill, and Marx. *Prerequisite: a previous course in philosophy or major standing in any of the social sciences.*

**204. Philosophy of Science** Logics and methods of scientific thinking. The impact of science on the contemporary world. Conceptions of theories and of observable facts. The logical character of scientific laws, theories, and pre-suppositions. Relations among particular sciences. The rationality of science and of choice among theories. General questions about knowledge, values, and ultimate beliefs as they relate to the scientific enterprise. *Prerequisite: a previous course in philosophy or major standing in any of the natural sciences.*



**205. Philosophy of Law** Fundamental problems such as the nature of law, the justification of legal authority, the relationship between legality and morality, the nature of judicial decision-making, theories of punishment, and issues involved in civil disobedience. *Prerequisite: a previous course in philosophy or major standing in Political Science.*

**211. Ancient and Medieval Philosophy** The origins of Western philosophy in the emergence of individual mind from mythic consciousness. Topics include: Plato's myth of Logos, Aristotle's Logos of nature, individual consciousness in Plotinus, faith and philosophy from Augustine to Aquinas, nominalism and the Renaissance mind. *Prerequisite: a previous course in philosophy.*

**212. Philosophy in the 17th and 18th Centuries** Europe's effort to come to terms intellectually with the new science and with the newly emerging bourgeois nations. Particular emphasis on the problems of method in thinking, the nature and scope of knowledge, the quest for certainty, and the nature of reality. Texts from Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant. *Prerequisite: a previous course in philosophy; Philosophy 211 strongly recommended.*

**213. Philosophy in the 19th Century** The European tradition from 1789 to 1914; romanticism in philosophy, Hegel, Feuerbach's transformed religion, revolution and redemption in Marx, individual salvation in Schopenhauer and Kierkegaard, and the Nietzschean critique of





Europe. Additional topics may include: relations between British and continental thought; Darwin, Wagner, and Freud. *Prerequisite: Philosophy 212.*

**214. Philosophy in the 20th Century** Representative texts and movements that have given philosophy in this century its characteristic preoccupation with language. The Anglo-American (analytical) and continental (phenomenological-critical) traditions. Wittgenstein and Heidegger as seminal figures. The present situation. *Prerequisite: a previous 200-level course in philosophy; Philosophy 212 and 213 strongly recommended.*

**215. American Philosophy** Philosophies shaping and shaped by the beliefs and practices of the American peoples. Sometimes taught historically (Puritans, federal period, transcendentalism, social Darwinists, pragmatism, contemporary philosophies); sometimes by focusing exclusively on pragmatism and its critics. *Prerequisite: a previous course in philosophy or American Studies 212.*

**217. Asian Philosophies** Characteristics and problems of thought outside the West. Methods of comparative philosophy. Close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist, schools). *Prerequisite: a previous course in philosophy or the permission of the instructor.*

**321. Theories of Knowledge** Conceptions of knowledge and its limits, and of the nature and possibility of truth. *Prerequisite: two courses in philosophy including at least one at the 200-level or above.*

**322. Theories of the Real** Conceptions of what is ultimately real, together with discussions of the nature and limitations of such conceptions. *Prerequisite: two courses in philosophy including at least one at the 200-level or above.*

**323. Theories of Value** Examination of the nature and logic of values and evaluations. Sources, scope, and rationality of values. Connections between values and facts. *Prerequisite: two courses in philosophy including at least one at the 200-level or above.*

**324. Theories of History** Speculative philosophies of history which have significantly influenced the shape of western thought; history of the idea of history. Other topics include the problem of historical explanation, and the notions of historical cause and progress. *Prerequisite: at least two courses in philosophy including at least one at the 200-level or above, or major standing in History.*

**399. Seminar** Recent topics have included: Plato's Republic, Merleau-Ponty, Philosophical Issues in Anthropology, The Idea of Happiness. *Prerequisite: permission of the instructor.*

**Symposium** Discussions of papers or topics of mutual interest, led by faculty members, students, or visiting speakers. *Open to majors and to others by invitation. Non-Credit.*

**Major:** nine courses, including 105 or 107, 211, 212, and a minimum of four courses taken at the 300-level or above. Majors should complete the logic requirement (105 or 107) as soon as possible, and should take 211 and 212 early in the major. For any given term the chairman may designate courses in other departments or programs which can count toward the major in philosophy. These will be listed each term in the philosophy section of the Master Schedule, and credit toward the major obtained by petitioning the department.

To be accepted as a philosophy major a student must have a cumulative average of 2.0 or better and at least two courses in the department with an average of 2.0 or better for those courses. If the student declares a major with the minimum of two courses, the grade in each must be C or better.

Declared majors have the right but not the obligation to participate with vote in deciding and implementing departmental policy. Prior to the term in which they exercise this option, majors must have declared their intention to do so; during that term they must attend department meetings and assist in departmental business.

**Minor:** six courses with the advice of the department.



# Physical Education

All Dickinson College students must satisfactorily complete three semesters (six units) of physical education. Five units are to include physical education activity units, and the sixth unit is to be a department-offered theory course.\*

Transfer students with junior standing and with no previous physical education credit are required to take only two semesters (four units—three activity units and one theory course\*) of physical education.

Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

A student enrolled in the physical education program may receive no more than two physical education units for the same activity. A maximum of three physical activity units may be satisfied by participation in intercollegiate athletics, sport clubs, and/or advanced work in military science. Intercollegiate credit is limited to a total of two units for a single sport. One additional unit may be received for involvement in another sport or sport club. Physical education activity units for military science may be earned for summer camp (two units) and for completion of both junior and senior year levels of military science leadership laboratory (one unit).

If there is a medical reason why a student cannot participate in the physical education activity program, the student must submit to the department chairman a medical statement from a physician detailing the extent of the medical problem. Any student who has a medical problem should register under the medical classification category.

\*Effective beginning with the Class of 1985

## Faculty:

**Lee Ann Wagner**, Physical Educator, Coordinator of Women's Intramural Programs, Assistant Coach of Field Hockey and Lacrosse. B.S., Pennsylvania State University. Her interests include the sport of tennis, theories of fitness and exercise, and the concept and practice of play. (On leave 1980-1981).

**Joseph G. DuCharme**, Associate Professor of Physical Education, Coach of Men's and Women's Cross Country and Track. M.A., New York University. His scholarly interests include all phases of physical education.

**Donald R. Seibert**, Associate Professor of Physical Education, Golf Coach. M.A., Columbia University. His teaching interests include golf, racquetball, squash racquets, and bowling. Scholarly interests include teaching, coaching, and administration of intramurals. He is doing considerable reading and studying in these areas and attends annual conventions and clinics.

**Kathleen W. Barber**, Associate Professor of Physical Education, Head Coach of Women's Field Hockey, Head Coach of Women's Tennis. A.B., Syracuse University. Her teaching includes all levels of tennis, badminton, and volleyball. She has researched the history of women's field hockey at Dickinson College and plans to examine the changing role of women in sports.

**W. J. Gobrecht**, Associate Professor of Physical Education, Head Lacrosse Coach. A.M., Duke University. Sports data concerning Dickinson College is a consuming passion of Mr. Gobrecht. Currently he is working on a history of basketball at the College. He serves as facilities manager of the Kline Life/Sports Learning Center.

**William J. Nickey**, Assistant Professor of Physical Education, Head Coach of Soccer, Field Event Coach of Track. M.Ed., West Chester State College. He teaches a wide variety of activities, specializing in archery, gymnastics, physical fitness, and skiing. Trained by United States Soccer Federation.

**David L. Watkins**, Physical Educator. Chairman. Director of Athletics, Assistant Coach of Men's Basketball. M.A., University of Iowa. His special interests include the teaching of the Psychology of Sport and Physical Activity in the department of psychology and an interdisciplinary course in Sport, Myth, and Religion. His major physical activity interests include running, cycling, squash racquets, and golf.

**Joseph E. McEvoy**, Physical Educator, Aquatics



Director, Swimming and Diving Coach. Ph.D., Springfield College. His administrative and teaching duties encompass the entire aquatics program. He coaches both the men's and women's swimming and diving teams. His research interests are focused on "fitness and swimming" as a lifetime form of exercise.

**Raymond T. Erney**, Physical Educator, Head Football Coach, Head Baseball Coach. M.Ed., Shippensburg State College. His recreational interests include golf, tennis, boating, and skiing.

**Elaine M. Goldband**, Physical Educator, Coach of Volleyball and Softball. M.A., The Ohio State University. She specializes in team and racquet sports. Other interests include comparative physical education and international sport and sports law.

**Candis E. Russell**, Physical Educator, Coach Field Hockey and Lacrosse. M.S., Ithaca College. Her areas of special interest include sport psychology and sport photography. She is actively involved in the United States Field Hockey Association and the United States Women's Lacrosse Association. She is very interested in mental imagery and rehearsal and the role it has in these sports.

**Robert H. Shank**, Physical Educator, Head Athletic Trainer, Coordinator of Fitness Programs. M.Ed., University of Virginia. His major professional interests involve the application of sports medicine and exercise physiology to the areas of prevention, emergency care, and rehabilitation of injuries associated with athletic activities. His other interests include the delivery of emergency medical services and the instruction of emergency first aid and cardiopulmonary resuscitation.

**Judith M. Yorio**, Physical Educator, Assistant Chairwoman of the Department of Physical Education, Assistant Director of Athletics. Head Coach of Women's Basketball. M.S., Southern Connecticut State College. Her primary interests center around coaching and sports medicine. Research in progress concerning musical adaptation to skill learning in team sports.

### Physical Education Activities

1. Intro. to Aerobic Activities

2. Aerobic Dance
3. Archery
4. Badminton
5. Basketball
6. Bowling
7. Boxing
8. Cycling
9. Folk Dancing
10. Ballet
11. Modern Dance
12. Fencing
13. Flag Football
14. Golf
15. Gymnastics
16. Handball
17. Horseback Riding
18. Ice Skating
19. Karate & Self Defense
20. Lacrosse
21. Outing Activities
22. Racquetball
23. Running & Jogging
24. Skiing (Downhill)
25. Skiing (X-country)
26. Slimnastics
27. Soccer
28. Softball
29. Squash Racquets
30. Swimming
31. Fitness Swimming
32. Springboard Diving
33. Water Polo
34. Adv. Life Saving
35. Life Saving Review
36. Snorkle Diving
37. Scuba Diving
38. Synchronized Swimming
39. Tennis
40. Volleyball
41. Weight Training
42. Wrestling
43. Yoga
44. Self-Paced Activities
45. Off Campus Study
46. Medical Classification

### Physical Education Theory Courses

The department offers the following theory courses which provide students with an option in meeting their theory course requirement.

**Healthful Living.** The topics of nutrition, stress management, drugs and alcohol, aerobic



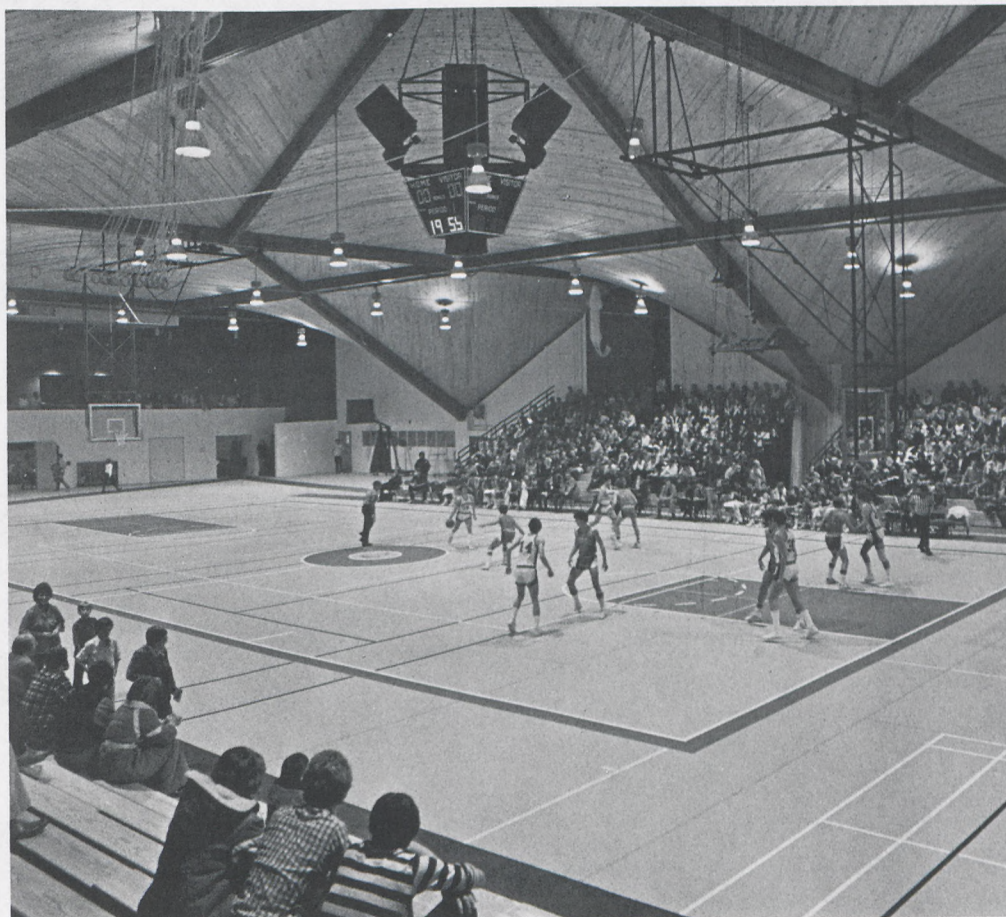
fitness, and human sexuality are some of the areas studied in this offering.

**Exercise and Fitness.** This course's content includes a study of the physiological and psychological benefits derived from physical activity. Programs for the development of strength and muscular/cardiorespiratory endurance will be studied.

**Prevention and Care.** This course's content will include prevention, emergency care, treatment, and rehabilitation of athletic injuries. Laboratory experience in taping, wrapping, and treatment is required. Scientific bases of conditioning, training as well as the psychogenic factors involved in athletics and sports medicine will be studied.

**Cardiopulmonary Resuscitation/Standard First Aid.** Students will be taught based upon the guidelines established by the American National Red Cross in their Modular CPR Course and Multimedia Standard First Aid Course. Class activities include films, assigned readings, demonstrations, and skill practice sessions coordinated with the workbook lessons.

**Water Safety Instruction.** This course is designed as a training program to prepare students to become water safety instructors. The students are exposed to a variety of teaching methods with an opportunity to develop teaching skills and style.





# Physics and Astronomy

The program in physics and astronomy serves students who desire intensive training in physical science, those who will use physics in allied fields such as medicine, and those who are interested in the historical and cultural aspects of physics and astronomy. It aims to give the student an insight into the fundamental laws of nature and some facility in the mathematical language in which they are expressed. Students may major in physics as a preparation for further professional study in physics or engineering, or for careers in which a background in physical science is valuable.

The course program includes several introductory courses, with and without laboratory, to satisfy the needs of students with a variety of aims. The Physics 131, 132 course sequence is intended for those students who wish to continue further study in the analytical sciences. Physics 111, 112 includes atomic and nuclear physics and is primarily for life-science and premedical students and for non-science majors electing physics to satisfy the one-year laboratory science distribution requirement. Physics 109, 110 is recommended for students seeking a cultural, non-mathematical approach to astronomy. The physics major may take advantage of the combination of a strong and diverse academic program, modern laboratory equipment, low student/faculty ratio and close personal contact with faculty involved in research. In addition to normal course work, the department encourages physics majors to pursue independent study or research with the guidance of a faculty advisor. Students have recently completed projects in acoustics, astrophotography, health physics, meteorology, nuclear radiation physics, and plasma physics. The building houses a physics library, machine shop, an electronics repair shop, a well-equipped planetarium, and much modern equipment supporting the various research project areas.

Some of our recent majors now have positions in physics research, high school and college teaching, electronics, optics,

computer programming, planetarium directing, environmental resources management, urban planning, and systems engineering. Others are completing graduate work in physics or allied fields such as biophysics, metallurgy, acoustics, meteorology, astronomy, nuclear engineering, health physics, medicine, and law.

## Faculty:

**Howard C. Long**, Professor of Physics. Ph.D., Ohio State University. Mathematical Physics with special emphasis on boundary value problems in heat and electromagnetism forms the core of his teaching and research interests. During the past few years his research has branched out into the area of musical acoustics and air pollution by solid particulates.

**Kenneth L. Laws**, Professor of Physics. Chairman. Ph.D., Bryn Mawr College. Although his early research experience was in solid state physics, he has recently found intriguing applications of physics to dance in the active field of biomechanics. Recent teaching interests include meteorology and electronics.

**Priscilla W. Laws**, Professor of Physics. Ph.D., Bryn Mawr College. Since receiving her doctorate in nuclear physics her interests have expanded to include radiation dosimetry, health effects of diagnostic x-rays, environmental science, and laboratory applications of microcomputers. (On leave 1980-81)

**Neil S. Wolf**, Professor of Physics. Ph.D., Stevens Institute of Technology. The plasma physics of fusion reactors is his primary research interest. Students at Dickinson have helped to build several large experiments which have been used to study waves and instabilities in highly ionized gases. Besides teaching the General Physics course, his courses include electricity and magnetism, mechanics, statistical physics and one on the social and scientific background of the current energy crisis.

**John W. Luetzelschwab**, Associate Professor of Physics. Ph.D., Washington University. His background is nuclear physics although now his basic research interest is in environmental radioactivity and health physics. His other interests are concerned with energy produc-



tion, use, and conservation, particularly energy conservation in the home.

**T. Scott Smith**, Associate Professor of Astronomy, Director Bonisteel Planetarium. Ph.D., University of Maryland. Although his major areas of research and teaching have been theoretical astronomy and astrophysics, he also has considerable interest in the history of science and science/society interactions past (megaliths/archeoastronomy), present (environmental crisis), and future (science fiction) both in the Western and non-Western traditions.

**Greg L. Clements**, Assistant Professor. Ph.D., University of Iowa. He teaches Introductory Astronomy and Physics, lectures and laboratories, and an occasional upper level physics course. His area of speciality is observational astronomy. He and his students use the Dickinson College observatory for photo-electric measurements of brightness of astronomical objects, with special attention being given to variable stars.

102. **Meteorology** The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. *Satisfies the one-course distribution requirement in Division III, but may not count toward a physics major. (See also Physics 202.)*

107, 108. **Astronomy** Introduction to the modern concepts of the physical nature of the astronomical universe. First semester: historical development of astronomical ideas and origin and evolution of the solar system. Second semester: cosmology and the structure and evolution of the stars and galaxies. A terminal non-laboratory course for non-science students. Three hours classroom. *107 and 108 will not count toward major requirements in physics and will not satisfy the one-year laboratory science distribution requirement. Either course will, however, count as the third required course in Distribution III. Please read Note.*

109, 110. **Astronomy** Similar to 107, 108 except that it includes one two-hour laboratory a week. *This course sequence will not count*

*toward major requirements in Physics. Please read Note.*

\*111, 112. **Elementary Physics** Introductory, non-calculus physics, principally for B.A., life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism and modern physics. Three hours classroom and one two-hour laboratory a week. *Please read Note.*

\*131, 132. **General Physics** An introduction to classical mechanics, heat and waves in the first semester; emphasizes particle and rotational motion, the conservation laws of energy and momentum, and the laws of thermodynamics. Second semester: optics, electricity, circuit theory, magnetism and the properties of matter. Introduces and uses elementary calculus. Recommended for physical science and mathematics majors; a more analytical study than Physics 111, 112. Three hours classroom and one three-hour laboratory a week. *Prerequisite: Mathematics 161, 162 or concurrent registration therein. Please read Note.*

202. **Meteorology** The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. Some of the basic concepts and techniques of introductory physics will be used to solve problems in meteorology. *This course may count toward a physics major. Prerequisite: Physics 111 or 131.*

206. **Topics in Astronomy** Physical and mathematical aspects of astronomy. Topics will be selected from the following: comparative planetology, stellar evolution, cosmology, or observational astronomy (using the 14-inch Celestron telescope or the solar heliostat). *Prerequisite: 112 or 132; Mathematics 162.*

231. **Modern Physics** Special relativity, atomic, nuclear and solid state physics. Topics include atomic structure and its relationship to the quantum nature of light and matter; nuclear structure and interactions; and elementary particles. *Prerequisite: 112 or 132.*

232. **The Physics of Waves** A study of the motion of waves and vibrating systems. Resonance phenomena, coupled oscillation,



super-positions, and interference. Wave theory will be used to describe various phenomena in fluids, acoustics, optics, mechanics, and modern physics. *Prerequisite: Physics 112 or 132; Mathematics 162.*

**235. Modern Physics Laboratory** Experiments in atomic and nuclear physics. Emphasizing alpha, beta, and gamma particle detection techniques, gamma spectrometry, and half-life measurements. Three hours laboratory a week. *Prerequisite: 231 or concurrent registration therein. One-half course.*

**236. Modern Optics and Acoustics Laboratory** Experiments involving resonance or wave phenomena in such fields as fluid mechanics, acoustics, modern optics and holography, with the use of lasers, microwaves, spectroscopy and photography. Four hours laboratory a week. *Prerequisite: 232 or concurrent registration therein. One-half course.*

**\*311, 312. Analytical Mechanics and Wave Motion** Statics and dynamics: motion of a particle in one, two and three dimensions; systems of particles, rigid body motion, moving coordinate systems, wave propagation, fluid flow, Lagrange's equations, tensors, and small vibrations. *Prerequisite: 232; Mathematics 262, or permission of the instructor.*

**\*331, 332. Electricity and Magnetism** Principles and applications of electricity and magnetism using vector calculus. First semester: basic properties of the electromagnetic field, interaction of the field with charges and currents; dielectric and magnetic media. Second semester: solutions of Maxwell's equations in matter and free space, reflection and refraction of waves, guided waves; topics in plasma physics and special relativity. Laboratory work as appropriate in 332. *Prerequisite: 232; Mathematics 262.*

**\*341, 342. Mathematical Physics** Analytical and numerical techniques for the mathematical analysis of physical phenomena. Topics include advanced vector analysis and matrix methods, techniques for solving ordinary and partial differential equations used in physics, the solution of boundary value problems, the properties and use of functions of a complex variable, Green's functions, Legendre Polynomials and Bessel Functions. *Prerequisite: 132; Mathematics 262.*

**351. Experimental Physics** Circuit analysis, electronic devices and machine shop techniques. A study of dc, ac, and electronic circuits; the physical principles of vacuum tubes, diodes, transistors and solid state integrated circuits, including operational amplifiers. The laboratory utilizes modern electronic equipment. A small machine shop project is required. Three hours classroom and one four-hour laboratory a week. *Prerequisite: 112 or 132; Mathematics 162.*

**361. Topics in Modern Physics** Topics selected from atomic, nuclear, plasma, or solid state physics; health physics; or modern optics and acoustics. *Prerequisite: 231; Mathematics 262.*

**362. Thermodynamics and Statistical Mechanics** Classical and quantum statistical mechanics and thermodynamics with applications to the solid state and other physical systems. *Prerequisite: 232, Mathematics 262, or permission of the instructor.*

**392. Physics Seminar** Student reports and discussions on several topics in contemporary physics. Emphasis is on the development of bibliographic skill, seminar presentation and report-writing techniques, as well as increasing the breadth and depth of the student's knowledge of recent research. *Prerequisite: 232 and permission of the instructor. One-half course.*

**431, 432. Topics in Theoretical Physics** Topics to be selected from the following areas: advanced dynamics, special and general relativity, applications of quantum mechanics to atomic, nuclear, and solid state physics. *Prerequisite: 311, 341, or permission of the instructor.*

**461. Problems in Contemporary Physics** Integration of the principles of physics with applications. Late 19th century electromagnetic theory and the development of relativity. Force and mass, time and temperature, gravitation and black holes. The thermo-dynamics of solar energy. Laboratory work in vacuum technology. Field trips to graduate school, industrial and government research laboratories. *Prerequisite: Student must be a senior physics major, or permission of the instructor.*

### **Health Physics**

Health Physics is the field of study con-



cerned with radiological safety in nuclear power plants, hospital x-ray and radiation facilities, and any institution that uses radioactive material for research.

The Dickinson physics and astronomy department offers the following courses and laboratories in Health Physics listed under Topics in Physics (Physics 361). These courses are self-directed study programs, not lecture courses. The student completes weekly reading and problem assignments and meets once a week with the advising faculty member to discuss the week's assignments and take the assigned examinations.

### **Health Physics I**

Basics of nuclear physics and its application to health physics. Topics include nuclear binding energy, nuclear models, radioactive decay, alpha, beta, and gamma decay, decay schemes, interaction of radiation with matter, and radiation dose measurement.

### **Health Physics II**

Basics of health physics. Topics include biological effects of radiation, instrumentation, internal and external protection, internal and external dose calculations, licensing, waste disposal, public exposure, and radiological monitoring.

### **Introductory Nuclear and Health Physics Laboratory (One-half course)**

Basics of nuclear and health physics instrumentation. The topics include pulse counting, use of a multichannel analyzer, alpha, beta, and gamma detection, TLD dose measurements, and counting statistics.

### **Introductory Nuclear and Health Physics Laboratory (One-half course)**

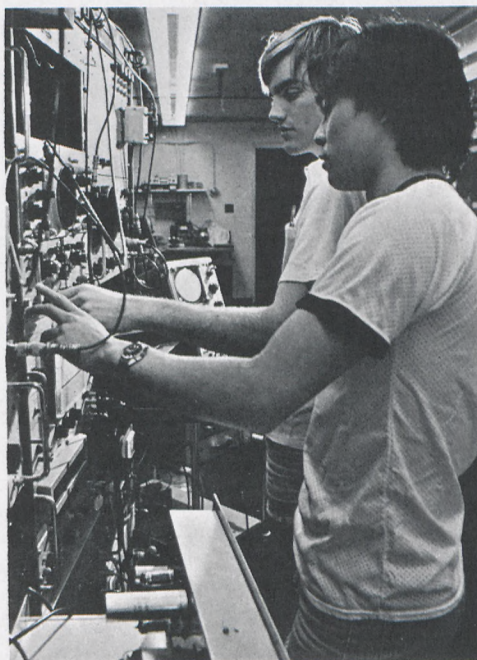
Laboratory experiments in specific types of health physics measurements; including neutron activation, environmental radiation detection, decontamination, and shielding.

Three other courses (one-half course credit each) are available on Environmental Health Physics, Medical Health Physics, and Nuclear Power Plant Health Physics. A student can also do independent research and possibly have an internship in health physics at a nearby nuclear facility.

**Note:** Because of similarity in course content, students will not receive graduation credit for both of the following pairs of courses: 102 and 202, or 107 and 109, or 108 and 110, or 111 and 131, or 112 and 132.

**Major:** Those planning to major in physics, in consultation with the department, will devise a program tailored to their preparation, interests, and goals. Each student is expected to acquire a basic knowledge of classical and modern physics, and mathematical physics: Courses normally required of the major include: 231, 232, 311, 331, 341, 461, and an additional laboratory course. Students pursuing special programs of study within the department may replace some of these courses, with approval of the chairman, but a minimum of nine physics courses is required. Possible programs of study include: Astrophysics, Biophysics, Chemical Physics, Geophysics, Health Physics, Mathematical Physics, Meteorology, Preengineering, Secondary School Teaching.

**Minor:** six courses including 111, 112 (or 131, 132), 231, and three additional courses in the department.





# Policy and Management Studies

Professor Rosi\* (political science), Director

Policy and Management Studies focuses on the concepts and values that define and challenge policy decisions, and the analytical and political skills needed to participate in such decisions. Broadly the program's concerns are reflected in such questions as "What is the public interest?", "What are the social responsibilities of private corporations?", and "To what extent are private and public, personal and social, interests in conflict or in harmony?"

Students will study issues and institutions in the areas of social policy, corporate policy, resource management, or international political and economic relations, examining them in the overlap of four arenas: public, private, domestic, and international. Because most contemporary policy questions cross the permeable boundaries between these arenas, possible responses will be explored through interdisciplinary perspectives and techniques, ranging from anthropology to religion. In doing so, students and faculty will examine constantly the interactions of socio-economic and political forces and the ethical and cultural contexts that condition making, implementing, and criticizing policy decisions.

The program seeks to enhance students' competence as citizens in understanding the forces that shape their world and in dealing with large and small organizations in both the public and private sectors. Students can move from the major towards careers in public and private service, not as narrow technocrats but as critical professionals. They should know more than how to analyze problems and to manage resources; they must also be sensitive to the limits of human rationality, to constraints in the cultural and physical environments, and to the complex, ambiguous, and sometimes fragile web of relationships that connect these environments.

\*On leave fall 1981

**401. Seminar in Program Policy and Management Studies** A senior seminar designed as a culmination which integrates previous coursework and the internship experience. Small group problem solving; oral and written presentations; participation by faculty from various disciplines. *Prerequisite: Open only to senior majors.*

**Major:** 14 courses.

**Prerequisite Courses** (two courses)—Political Science 120 and Economics 121.

**Foundation Courses** (three courses)—Political Science 131, Economics 314, and a philosophy course (Ethics and Policy).

**Substantive Concentration** (three courses in one of the following areas agreed upon by the director and student candidate).

1. Social Policy: e.g., health, education, welfare, income security, transportation, civil rights, minorities, criminal justice, mass media.
2. Corporate Policy: e.g., business organization, management, labor.
3. Resource Management: e.g., energy, environment, population, oceans, science and technology.
4. International Economic Relations: e.g., trade, finance, development, industrialization, multinational corps.
5. International Political Relations: e.g., foreign and defense policy, comparative public policy.

**Context Courses** (two courses)—Courses in the humanities that are appropriate to the student's program.

**Process Courses** (two courses)—Courses are recommended in quantitative methods, theory, and behavioral processes.

**Internship** (one course credit)—An internship experience which will be related to the student's substantive concentration.

**Seminar** (one course)

**Minor:** 8 courses—two prerequisite courses, three foundation courses, one course in a substantive concentration, two context courses, and one process course.



# Political Science

Political science analyzes political systems, actors, and processes on the local, national, and world levels. In doing so the department seeks to expose students to a variety of methods—theoretical, empirical, historical, normative—in the subfields of American politics, political theory, comparative politics, and international relations and to faculty who represent a broad spectrum of philosophical perspectives. Although political science is one of the social sciences, our faculty have skills and interests that range from humanistic concern for values to mathematical tools for quantitative research. Some of these interests are reflected in their activities outside the department in such programs as International Studies, Russian and Soviet Area Studies, Latin American Studies, Comparative Civilizations, Western Social and Political Thought, the Bologna Program, the Harrisburg Urban Semester, the Washington Semester, and Policy and Management Studies.

Departmental goals for faculty and students include the mastery of facts, the examination of values, the sharpening of analytical skills, and the formulation of considered views. Whether they go on to become lawyers, business executives, local or national civil servants, journalists, or dentists, our graduates are likely to be more responsible students and practitioners of the science and art of politics.

## Faculty:

**Donald W. Flaherty**, Professor of Political Science. Ph.D., Syracuse University. He specializes in Asian studies, especially the politics and culture of China, with a secondary interest in American constitutional law. His current research focuses on comparative urban modernization and the development of the city in Chinese culture. (On leave 1980-1981.)

**Bruce R. Andrews**, Professor of Political Science. Ph.D., Syracuse University. American national government, with special emphasis on elections and voting behavior, political parties, the role of public opinion, and mass media influences. His current research interests include comparative aggregate electoral

data patterns characterizing presidential elections from 1968 to 1980 and mass media effects on the formation of public attitudes about political candidates.

**K. Robert Nilsson**, Professor of Political Science. Ph.D., Columbia University. Comparative politics, especially Western Europe, and international law and relations are his main fields of specialization. Italian politics has been a continuing area of scholarship with neo-corporatism being a recent research interest. (Director of the Center for European Studies 1980-1981.)

**Eugene J. Rosi**, Professor of Political Science. Chairman. Ph.D., Columbia University. International politics and American foreign and national security policy are his primary areas of specialization, with secondary interest in public opinion and Italian politics. Current research focuses on U.S. foreign policy and military-officer perceptions of international politics.

**George Friedman**, Associate Professor of Political Science. Ph.D., Cornell University. Political philosophy with a special emphasis on modern political thought. Recent research has been on the development of Marxism. Additional research areas: Jewish political thought, politics and religion, existentialism.

**J. Mark Ruhl**, Assistant Professor of Political Science. Ph.D., Syracuse University. He specializes in comparative politics and modernization theory. His research centers on the political consequences of social and economic modernization in Latin America. Secondary interests include civil-military relations, political party development, and African politics.

**Gary L. McDowell**, Assistant Professor of Political Science. Ph.D., University of Virginia. He specializes in American political thought and institutions. His current research examines the nature and scope of judicial power and the political theory of the Constitution.

**Eugene W. Hickok, Jr.**, Instructor in Political Science. M.A., University of Virginia. American government with a special emphasis upon policy and administration studies are his primary focus of interest. His recent research interests include the administration of higher



education among the states and the practice of public administration in the federal, state, and local governments. He maintains an ongoing interest in the institutions of national government.

**David G. Strand**, Assistant Professor of Political Science. Ph.D., Columbia University. His field is 20th-century Chinese politics and history. His recent research centers on social movements and political expression in 1920s Peking. Other interests include the comparative politics of labor movements, police work and the military.

**Philip J. Akre**, Instructor in Political Science. M.Phil., Columbia University. He specializes in the politics and political economy of the contemporary Middle East and North Africa. He also offers courses in comparative and international politics. Research interests include the role of the state in Third World and advanced capitalist systems, U.S. foreign economic policy, and the political economy of underdevelopment.

The following courses are grouped according to the four major subfields of political science: political theory, American politics, comparative politics, and international relations. Introductory and intermediate courses are numbered in the 100; advanced courses are numbered in the 200. Within the 100 and 200 ranges, numbering sequences reflect subdivisions of the field and not level of difficulty.

### Political Theory

**101. Introduction to Political Philosophy** An introduction to the history of Western thought on the problems of the possibility of knowing political justice and creating a just polity. Major texts from the tradition will be discussed.

**109. Polimetrics and Research** Philosophy and research methodology of behavioral political science. The course briefly examines the assumptions and procedures of natural science and discusses their relevance to the contemporary study of political phenomena. During the balance of the course, students learn to use quantitative techniques of political analysis such as survey research (polling) and aggregate data analysis by participating in

original group research projects. No prior knowledge of statistics is necessary. Especially recommended for prospective graduate students in the social sciences.

**202. Recent Political Thought** An introduction to the political thought of the 20th century focusing on the works of Weber, Freud, Dewey, Strauss, and others. *Prerequisite: 101 or permission of the instructor.*

**205. American Political Thought** The development of political ideas in America, stressing foreign influences on early colonial thought and those influences indigenous to the growth of American democracy. Colonial political ideas, the development of the Constitution, the Federalist Papers, states' rights philosophy versus centralized government and contemporary interpretations, and other questions dealt with. *Prerequisite: an introductory course in political theory or permission of the instructor.*

**207. Marxist Political Thought** An examination of the political philosophy of Karl Marx, Lenin, Trotsky, and others within the tradition of Marxist scholarship and politics. *Prerequisite: Political Science 101 or permission of the instructor.*

### American Politics

**120. American Government** A basic introductory course in American federal government which emphasizes its structure and operation as well as modern methods of analysis. Special attention is given to the executive, legislative, and judicial processes.

**121. Law, Politics, and Society** An introduction to the study of law and the legal process. Topics will include the idea of natural law, the political implications of the rule of law versus the rule of men, and the influence of law in shaping society, including administrative and business law.

**131. Public Policy Analysis** The purpose of this course is to acquaint students with the concepts embraced in policy analysis and the methods employed by those individuals who study and analyze public policy. It is designed not only to provide a working knowledge of technique but also a knowledge of the intellectual support for that technique. Some



emphasis will be placed upon the economic approach to public policy and the implications of that approach. *Prerequisite: one course in Political Science or Economics.*

**140. The City** Major concerns are the city as a frontier, the city as people, the city as plan, problems of urban politics, problems of society.

**141. Policy Making in State and Local Governments** An analysis of state and local governments with particular emphasis on the exertion and distribution of political power and on the influence of bureaucracies in policy making. Attention is given to political pressures and bureaucratic constraints experienced by policy makers in such areas as criminal justice, corporate regulation, poverty relief, and urban growth and planning.

**220. Constitutional Law I** An analysis of the Constitution as the fulcrum of the political system and as the ultimate legitimizing instrument available to political forces competing to adapt the legal order to their fundamental needs. The major focus is on the Supreme Court's role in defining the powers of the three branches of the federal government. The period before 1937 is emphasized. *Prerequisite: 120 or permission of the instructor.*

**221. Constitutional Law II** Stresses trends and developments in civil liberties, with particular emphasis on the Supreme Court's interpretation and application of the "equal protection" and "due process" clauses of the Fourteenth Amendment from the early 1950s to the present. Individually-selected special topics will be used as an integral part of the course. *Prerequisite: 120 or permission of the instructor.*

**231. Public Administration** An analysis of the organization and functioning of the national bureaucracy in a democratic society. Special attention is given to presidential management, theories of organization, independent regulatory agencies and bureaucratic pathology, financial and personnel administration, and administrative responsibility. *Prerequisite: 120 or permission of the instructor.*

**241. The Black Experience** A survey course analyzing the experience of black people in the American political system. Contemporary political issues confronting the black com-

munity will be discussed in the light of its history and the nature of the American political system. Organized around the central questions: Is black equality possible within the confines of the American political system as it is currently organized?

**242. Political Behavior** Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Special attention is given to American voting behavior, ethnic political behavior, and personality influences on politics. Field surveys are undertaken to illustrate contemporary trends. *Prerequisite: 120 or permission of the instructor.*

**244. Public Opinion and Propaganda** The nature, formation, and manipulation of public opinion in a democratic society. Included are an analysis of mass communication (press, television, and film) from the McLuhan and behavioral perspectives, propaganda techniques and effects in both democratic and authoritarian societies, and problems of public opinion polling. *Prerequisite: 120 or permission of the instructor.*

**245. Political Parties and Interest Groups** A study of the functions, structures, and operations of American political parties and interest groups. Special attention is given to the techniques of running a campaign for office, to the role of the media in superceding American parties, and to the interactions of government with the two largest "interest groups": business and labor. *Prerequisite: 120 or permission of the instructor.*

**246. The Legislative Process** An analysis of the legislative branch of government, especially the national Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. *Prerequisite: 120 or permission of the instructor.*

**247. The American Presidency** An in-depth analysis of the nature and significance of "the Man" and "the Office," including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency. *Prerequisite: 120 or permission of the instructor.*



248. **The Judiciary** An institutional analysis of the federal judicial process. Focus is on the politics of nominating federal jurists; an introduction to legal reasoning; the structure, organization, and staffing of the courts; and the political influence of the judiciary. *Prerequisite: Political Science 120.*

### **Comparative Politics**

150. **Comparative Politics** An introduction to comparative political analysis with applications to political systems, processes, and issues in countries of the Third World and in advanced industrial states alike. The purpose of the course is to learn to observe systematically, to analyze political phenomena, and to distinguish and evaluate the assumptions underlying alternative approaches to the study of politics.

250. **Comparative West European Systems** European parliamentary institutions analyzed as alternative liberal-democratic systems. Particular attention is paid to the British Cabinet form, the French Presidential form, the Italian Coalition form, and to the German Federal form.

251. **Latin American Government and Politics** An introduction to the politics of contemporary Latin America. Emphasis is placed upon the varied political institutional responses to socio-economic change in the Americas. Major countries to be analyzed include Argentina, Brazil, Colombia, Mexico, and Cuba. *Prerequisite: one course in Political Science or Latin American Studies.*

252. **African Government and Politics** An introduction to the politics of contemporary, sub-Saharan Africa. After analyzing the historical and socio-economic context of African politics, the course examines a number of contrasting political systems in depth. The final section of the course discusses the current problems of Southern Africa from an international perspective. *Prerequisite: one course in Political Science.*

253. **Soviet and East European Politics** An analysis of the development structure and issues of Soviet and East European politics.

254. **Asian Governments and Politics** Comparison of the People's Republic of China, India,

and Japan: ecology, traditional cultural themes, the great issues of politics, the modernization process, international relations.

### **International Relations**

170. **International Relations** Analysis of the capabilities, limitations, and patterns of interaction of state and non-state actors in their pursuit of multiple objectives in the international system.

270. **International and Comparative Law** An introduction to the limits on International Law; its sources, territorial jurisdiction, the law of treaties, and conflict-resolution; and to the major "families of law" applied within countries of the Common Law, German-Roman, and Socialist traditions. Particular attention is given to the relationship between legal systems and social values. *Prerequisite: Political Science 250 or 170 are recommended.*

275, 276. **Studies in Modern European Politics** To be offered only in Bologna.

280. **Formulation of American Foreign Policy** An analysis of the methods by which foreign policy is formulated and executed as well as the study of American programs and problems in the major areas of the world. Policies concerning disarmament, economic and military aid, and the United Nations are also considered. *Prerequisite: 120 or permission of the instructor.*

281. **American National Security Policy** Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society. *Prerequisite: 170 or 120 or permission of the instructor.*

190, 290. **Selected Topics in Political Science** Topics not normally studied in depth in the regular offerings are analyzed in these special topics courses.

390. **Seminar** A seminar in selected topics in political science. *Open to sophomore, junior, and senior majors and to others with permission of the instructor.*

**Major:** Nine courses, including Political Theory



(101), American Government (120), International Relations (170), any course in Comparative Politics (150, 250, 251, 252, 253, 254, 270, and when appropriate, 275, 276, 190, 290) and a 390 seminar. No courses may be taken Pass/Fail.

Normally five courses must be taken in residence.

#### **Honors:**

The department offers two options for pursuing honors. Prerequisites are a GPA of 3.0 in all college courses and 3.25 in political science courses. Two faculty members will serve as first and second readers or advisers. The options are:

- (1) Two semesters of independent research, beginning in the sixth or seventh semester, culminating in the presentation and defense of a paper.
- (2) Written and oral examinations at the conclusion of a tutorial major. The tutorial major program is intended for the student who is interested in a comprehensive and intensive examination of the field. The student works primarily under the guidance of two members of the department (first and second adviser) by mutual agreement. Together they devise a program of study, to be approved by the department, which indicates fields of concentration, political science courses to be taken for credit (pass/fail or letter grade) or audit, papers and essays to be written, etc. The only specific course requirement is a 390 seminar. Program changes may be made with the approval of advisers and the department up to and including the seventh semester. A student portfolio will contain samples of essays and other work as well as evaluations by the tutors and other instructors as appropriate.

Normally the program begins no sooner than the student's third semester.

In the spring semester of the senior year the student is required to sit for a comprehensive written and oral examination, to be administered by the department. The examination will deal with

the fields of political science agreed upon by the student, tutors, and the department. Normally one-quarter of the final semester should be dedicated to preparation for the comprehensive examination. The grade assigned will be pass, fail, or pass with departmental honors. One re-examination in one or more fields may be permitted within the calendar year.

**Minor:** Six courses. Beginning with the Class of 1984, coursework submitted for the minor must be from at least four of the subfields. (Political Theory, American Politics, Comparative Politics, and International Relations).

*Off-Campus Study:* Majors may apply to spend one or two semesters off campus in a variety of programs: e.g., the Washington Semester at American University and Dickinson's Center for European Studies in Bologna, Italy.



# Psychology and Education

The separate discipline of psychology emerged in the late 19th century. Its emergence was a culmination of developments in philosophical speculation about the nature of man and about man's knowledge of self and the universe, advances in the scientific study of sensation and perception, and attempts to make empirical measurements of man's behaviors. The programs of the department reflect this heritage as it seeks to bring students to an awareness of what it means to address the issues of self and society in an objective fashion.

Undergraduate students come to this discipline from a variety of interests or concerns. The faculty and the department course offerings seek to address these interests and concerns to the degree possible within the resources available. All who major in the department are exposed to a survey of the field and are expected to master certain of the skills necessary for empirical study of its subject matter. However, there are several avenues which can be followed to the completion of the major so that each student has an opportunity to complete the early stages of preparation for responsible adulthood, which in some instances means the student has begun preparation for a career in the scientific study of or the practical application from the principles and practices of the field.

## Faculty:

**Richard H. Wanner**, Professor of Psychology. Chairman. Ed.D., Harvard University. His interests are in child development, adulthood and aging, psychological testing, and learning difficulties.

**Stephen B. Coslett**, Professor of Psychology. Ph.D., University of Denver. Clinical psychology, abnormal, and physiological psychology are the focus of his major teaching interests. His current research is in the area of biofeedback relaxation and the somatization of psychosocial stress.

**Frank R. Hartman**, Associate Professor of

Psychology. Ph.D., Pennsylvania State University. His early writing interest and continuing teaching interest is in the process of effective instruction. His present writing interest is the relationship between student and instructor.

**Larry A. Engberg**, Associate Professor of Psychology. Ph.D., University of Colorado. As the department's resident behaviorist, his teaching and research interests are in the experimental analysis of behavior and theories of learning. Research interests include animal analogues to human behavior such as "Learned Helplessness" and "Learned Laziness," attentional processes in animals, autoshaping, and the nature of the operant. He has a strong secondary interest in the use of computers in psychology.

**Gary D. D'Lamater**, Assistant Professor of Education and Director of Teacher Education. Ph.D., Arizona State University. He brings to his position a dual interest in teacher education and the curricular and instructional development of interdisciplinary humanities programs. His current research focuses on the use of ethnographic research techniques in educational settings and the faculty development potentials of interdisciplinary team-taught programs.

**Douglas P. Fenner**, Assistant Professor of Psychology. Ph.D., University of Pennsylvania. His teaching interests are in areas of psychobiology such as ethology, comparative psychology, sociobiology, and the neurophysiology of invertebrates, and in areas of animal learning. His current research interests are in biological constraints on learning, autoshaping, and the role of pacemakers in learned behaviors.

**Walter Chromiak**, Assistant Professor of Psychology. Ph.D., Temple University. Human cognitive processes (perception, memory, and thinking) are the focus of his teaching and research interests. His current research examines the use of humor as an aid to remembering. He is also interested in the cognitive processes which accompany the development of skills, such as chess playing.

**James A. Boytim**, Assistant Professor of



Psychology and Education. Ed.D., Indiana University at Bloomington. His special interests include counseling and consulting, personality psychology, industrial and organizational psychology, small group dynamics, and secondary teacher preparation and student teacher supervision. His current research is in the field of industrial and professional office consultation and in examining the interdisciplinary applications of counseling principles.

**111. Introduction to Psychology** A survey of areas of contemporary psychological study to acquaint students with viewpoints, findings, and techniques of investigation of the discipline.

**140. Social Psychology** A survey of major current theories of social behavior and relevant findings of field and laboratory studies. Is available to and appropriate for any undergraduate student.

**141. Social Psychology of Personality** Post-Freudian theory of personality as it appears in the common social transactions between one human being and another. The contributions of Harris, Steiner, and especially Berne are closely reviewed. Classroom discussion is emphasized. *Prerequisite: 140.*

**220. Experimental Analysis of Behavior** An introduction to operant conditioning in particular and to psychological experimentation and inference in general. The self-paced course has 20 unit tests, individual conferences, and five laboratory experiments. *Prerequisite: 111.*

**221. Research Design and Statistical Evaluation** An examination of statistical and non-statistical methods as they relate to the design and evaluation of experiments in the field of psychology. Extensive experience with practical applications will augment the instruction. *Prerequisite: 111.*

**231. Educational Psychology** Also called Education 231. Psychological principles and practices related to problems of classroom instruction. This course has greatest relevance for students who intend careers in teaching. *Prerequisite: 111 and Education 221.*

**232. Personality Psychology** A survey of major current theories of personality and relevant empirical and clinical literature. Is available to and appropriate for any undergraduate student.

**237. Developmental Psychology** A survey of contemporary findings, principles, and observational methodology of human development. Field work with children supplements the academic activities. *Prerequisite: 111.*

**276. Abnormal Psychology** An introduction to various mental illnesses and techniques of diagnosis and treatment. Relevant for students who anticipate careers in medicine, law, and the various areas of social and psychological service. *Prerequisite: 111.*

**320. Experimental General Psychology** Explores problems of the design, conduct, and analysis of research in human learning, perceptual-cognitive processes, and related areas. Students perform, and prepare written reports of, experiments which exemplify methodological problems normally encountered in such research. Three hours of classroom and three hours of laboratory a week. *Prerequisite: 220 and 221.*

**321. Advanced Experimental Conditioning** Developing critical skills in relating psychological theory to empirical data. Advanced problems in animal learning, and the stimulus control of behavior are explored. Three hours class and extensive independent laboratory research. *Prerequisite: 220 and 221.*

**326. Physiological Psychology** A review of the structure and function of the nervous system as variables in behavior and the psychological processes. Three hours classroom and four hours laboratory a week. *Prerequisite: 220 and 221.*

**338. Experimental Child Psychology** A survey of comprehensive theories of human development and of contemporary research emphases of developmental psychologists. Students perform and prepare written reports of empirical studies of developmental phenomena. Three hours of classroom and three hours of laboratory a week. *Prerequisite: 220, 221, and 237.*



339. **Principles of Counseling** Review of theories and techniques of counseling as applied to educational, vocational, and personal problems. *Prerequisite:* 111.

361. **Introduction to Clinical Psychology** An overview of clinical psychology as an academic discipline and as a professional art which includes the behavioral problems encountered along with procedures for their diagnosis and treatment. Relevant to those students seeking careers in the various areas of social and psychological service. *Prerequisite:* 220, 221, and permission of the instructor.

376. **Junior Seminar** Reading in, review of, and discussion about selected topics of current importance in the discipline. *Prerequisite:* Permission of the instructor.

430. **Psychology of Religion** Examines psychologists' understanding of those social institutions and individual experiences which man has described as religious. *Prerequisite:* senior status in either psychology or religion.

451. **History of Psychology** Examination of interrelationships among thoughts, theories, and empirical findings that contributed to the emergence of the discipline of psychology and that have influenced its development. Important for psychology majors and relevant for advanced undergraduates who are competent in seeking relationships among the developments of thought and practice. *Prerequisite:* Permission of the instructor.

461. **Psychological Testing** The use of psychological tests and observational procedures in the assessment of individuals. *Prerequisite:* 132 or 276, 237, 361, and permission of the instructor.

471. **Systematic Psychology I** An advanced course, for students with a strong background in experimental psychology, which studies the major learning theories of the 20th century. *Prerequisite:* Permission of the instructor.

481, 482. **Senior Seminar** Readings in, reports of, discussion about, and critical examination of issues central in present day psychology. *Prerequisite:* Permission of the instructor.

**Psychology Internship** A program reserved to those students who have applied themselves in the undergraduate offerings relevant to those aspiring to social or psychological careers of human service. Prospective enrollees in this course must satisfy the Committee on Off-Campus Study as well as meet the department's expectations. *Prerequisites:* 361 and permission of the department chairman.

**Major:** Ten courses, including 111, 220, 221 and any course from the 320 to 338 set of advanced laboratory courses. All students, including transfers are expected to take a minimum of five courses in the department, of which four must be at the 300/400 level. Only one course credit in internship may be applied toward the major. Students may apply to declare a major in Psychology when they have completed:

Psychology 111, Introduction to Psychology  
Psychology 220, Experimental Analysis of Behavior  
Psychology 221, Research Design and Statistical Evaluation

The student must attain a grade of "C" or better in each of these courses.

**Minor:** Six courses, including 111 and 220. Four courses must be taken in the department.

## Education

Assistant Professor D'Lamater, Director

The teacher education program consists of (1) basic coursework, and (2) the professional semester in teacher education. Certification programs include biology, chemistry, earth and space science. English, environmental education, French, German, Greek, Italian, Latin, mathematics, physics, social studies, and Spanish. Basic coursework consists of the following courses:

Psy. 111—Introduction to Psychology  
Ed. 221—Social Foundations of Education  
Psy. 231—Educational Psychology (Prerequisites: Ed. 221, Psy. 111)

These basic courses are prerequisites for filing application for admission to the professional semester. They are normally scheduled



during the first two years of study. In the fall semester of the junior year, teacher education candidates make *formal* application to the director of teacher education for admission to the Professional Semester in Teacher Education, either for the fall or spring semester of the senior year. Applications should be returned to the director of teacher education.

The professional semester consists of block-scheduled, concentrated professional education courses, seminars, and clinical workshops, and full-time observation and supervised student teaching in a nearby, cooperating public school system. These account for four course credits and no other courses are to be taken. The semester includes:

*First half of semester:*

Ed. 433—Educational Principles, Curriculum and Special Methods in Subject Areas

Ed. 443—Educational Evaluation (one-half course)

Ed. 451—The Use of Instructional Media (one-half course)

*Second half of semester:*

Ed. 461-462—Observation and Supervised Student Teaching

**221. Social Foundations of Education** Emphasis is on the role of the school in the social setting, the functions of schools in a changing society, community influences upon education, and the teacher's role in community and school. Several philosophical writings are examined as they relate to the historic development of the American secondary school program.

**231. Educational Psychology** See Psychology 231.

**433. Educational Principles, Curriculum, and Special Methods in Subject Areas** Instruction in the planning, organizing, and conducting of instructional activities; in the developing of effective class management procedures; in the application of innovative pedagogical techniques; and in effectively using curricular materials and evaluative instruments. Considerable time is devoted to the specialized field in which certification is sought. *Prerequisite:* 221, 231, and admission to the professional semester.

**443. Educational Evaluation** An introduction to evaluation principles and techniques focusing upon both teacher-constructed tests and standardized measurement instruments including testing terminology, types of instruments, selection procedures, and techniques for administering, scoring, tabulating, and interpreting test data. *Prerequisite:* 221, 231, and admission to the professional semester. *One-half course.*

**451. The Use of Instructional Media** A survey of all devices, techniques, and media available to today's educator. Attention is given to research findings and to projected developments. Students are required to prepare materials and gain experience with many media in clinical workshop sessions. *One-half course.*

**461-462. Supervised Student Teaching and Observation** Observation and supervised student teaching is done at nearby cooperating public secondary schools in the student's area of specialization on a full-time basis for eight weeks. This field experience is under the direction of college and public school advisory personnel. Seminars in teacher education are conducted by the director of teacher education, who is responsible for assignments. Travel and personal expenses incurred are the responsibility of the student. *Prerequisite:* 221, 231, admission to the professional semester, and successful demonstration of necessary teaching competencies in 433, 443, and 451.

**Major:** This department does not offer a major in education. The student preparing to teach completes a major in another department of the College.

**Minor:** six courses.



# Public Speaking

The courses in public speaking are directed toward improvement in verbal communication and toward the development of greater self-assurance and ease in social and professional situations.

## Faculty:

**Richard P. Lewis**, Part-time Instructor in Speech. B.A., Bates College. He teaches public speaking and serves as adviser to the Debate

Council. His other academic interests include speech writing and rhetorical criticism. (Spring 1981 only).

**225. Argumentation and Debate** The logic and strategy of debate. Group discussion techniques. Participation in debate. *Prerequisite:* 325.

**325. Public Speaking** The theory of and practice in the fundamentals of public speaking.





# Religion

Religion is a relationship between a person or a group of persons and the Ultimate. The study of religion (although it explores the roles that religion plays in personal psychological life, society, culture, politics, history) is primarily an attempt to let the diverse forms of religion stand for and speak for themselves as unique phenomena. The study is a process of observation, appreciation, recognition of repeated patterns, formulation of theories, attempts to understand, and the articulation of questions. The student observes human viewpoints, ideas, images, actions, and emotions which in relationship to the sacred have been called enlightenment, doctrine, or teaching, symbols, liturgy, and mystical inspiration. Such phenomena range from the recognition and enjoyment of the sacred void to worship of a personal god. Moving from these observations, the student of religion seeks to understand the meaning of these human religious activities for persons and communities, attempting to appreciate the human spirit as it expresses itself in religion. The recognition of unique religious actions and also of common elements which appear across cultural lines is part of the process of formulation of critical reflections on the viability and consequences (both constructive and destructive) of religious acts. Part of the process of critical analysis is the development of definitions of religion and theories concerning its origins, transformation, relationships to other human activities, and its future. Finally, the study of religion inevitably leads the student to questions about existence, its foundation in being, and the one or ones (human or divine) who give or recognize the value of all forms of existence from the smallest particle to the Universe.

Courses in religion emphasize one or another of these processes but all of them include each aspect. Some courses are comparative. Others emphasize a specific tradition or texts within a tradition. Others deal mainly with the questions of existence and ethics or values.

Because of the diversity of religious phenomena and differing interests of students we invite a student to begin the study of religion in any 100-level courses. Thereafter, a whole

range of topics are offered at the 200 level. Detailed titles and descriptions for courses numbered 201, 202, 203, 207, 208, 209, 211, and 220 will be published with the description of courses for the subsequent semester.

When students seek more concentrated study, they may contract with the professor of a 200-level course to change, by add/drop time, that 200-level course into a 300 level tutorially advanced course. A 300-level course involves regular additional discussions with the instructor, greater specialization in course papers, and further reading. The full department must approve such requests.

## Faculty:

**Harry F. Booth**, Professor of Religion. Ph.D., Boston University. His teaching focuses on the dynamics of religion as both expressive and critical of culture, and theology as both expressive and critical of religion, in both traditional and implicit forms. His general scholarly interests are in historical and liturgical theology and the theology of culture, especially social ethics and literature. His present special interests are in Dietrich Bonhoeffer, Holocaust Studies, and in J.R.R. Tolkien.

**Daniel R. Bechtel**, Professor of Religion. Chairman. Ph.D., Drew University. His teaching responsibilities focus upon the interpretation of the Biblical texts in their ancient contexts. The impact of the Biblical materials upon later theological, ethical, and symbolic developments is a dimension of his concern for the continuing processes of interpreting the Bible. Research interests are the Gospels, Paul and his use of the Old Testament, and the interpretations of the Gospels and Paul by the early church fathers.

**Ralph Slotten**, Professor of Religion. Ph.D., University of Chicago. History of Religions. Teaching is especially concentrated in Hinduism and Tibetan Buddhism. Special interests in Native American religion and in Celtic and Nordic mythology. Research in comparative mythology and in methodology concerns.

**Stanley N. Rosenbaum**, Associate Professor of Religion and Classics. Ph.D., Brandeis University. He has taught virtually everything



in Judaica from Adam to Zionism, but feels especially at home in Hebrew Bible and in American Jewish history. Current research centers around a commentary on the Book of Amos.

#### **Contributing Faculty:**

**Associate Professor Krebs** (comparative civilizations)

### **A. Cross-Traditional and Methodological Courses**

**100. Religion in the Ancient Mediterranean World** An introduction to the study of religion (methodology, problematics) by way of a comparative survey of the religious traditions of the Egyptians, Sumerians, and ancient Semitic and Indo-European speaking peoples, such as the Hebrews and Arabs; the Greeks, Romans, and Indo-Iranians.

**120. Religion in South Asia** An introduction to the formative role of religious consciousness in the development of the cultures of India.

**130. Religion in East Asia** An introduction to the formative role of religious consciousness in the development of the cultures of China and Japan.

**220. Topics in the History of Religions** (in different semesters: Primitive and Archaic Religion; Myth and Ritual; Mysticism and Religious Tradition; The Theomythology of J.R.R. Tolkien; other). Specialized studies with methodological implications. *Normal prerequisites: 100, 120, or 130 as appropriate to topic, or permission of the instructor.*

### **B. The Religious Traditions**

#### **Various Traditions**

**201. Traditions in the History of Religions** (in different semesters: Puranic Hinduism; Islam; Taoism; Confucianism; Celtic and Nordic Religion and Mythology; other). Specialized historical textual, and phenomenological studies. *Normal prerequisites: 100, 120, or 130 as appropriate to topic, or permission of the instructor.*

### **Buddhism**

(120 and 130 will be appropriate for students interested in the antecedents of Buddhism.)

**202. Studies in the Buddhist Tradition** (in different semesters: Theravada; Mahayana; Zen; Tantra; other). Historical, phenomenological, and textual studies of the thought systems, practices, and cultural interactions of the major subtraditions of Buddhism. *Normal prerequisites: 100, 120, or 130 as appropriate to topic, or permission of the instructor.*

### **Judaism**

**103. Torah, Prophets, and Writings (The Old Testament)** A critical examination and attempt to understand the literary deposit and the antecedent traditions remembered and formulated by the Ancient Israelites in encounter with their God, with other gods, and with the history and culture of the Ancient Near East. This literature known as The Old Testament to Christians is interpreted in the contexts of the times in which it was written and the ideas current in those times.

**203. Studies in the Hebrew Tradition** Critical examination and discussion of selected topics dealing with Ancient Israel, the surrounding cultures, and Old Testament concepts and literature. (In different semesters: The Prophetic Faith; Wisdom in Israel and the Ancient Near East; Sacred Story, Temple & Cultus; other). *Normal prerequisites: 100 or 103, as appropriate to topic, or permission of the instructor.*

**204, 205. The History of the Jews** A survey of the history of the Jewish People from ca. 445 B.C.E. to 1786 C.E. Two semesters: 204. Ezra to Islam: Hellenism. "Normative Judaism", Christianity. 205. Muhammad to Mendelssohn: Islam, Crusades, Jewish Philosophy, Reformation, Enlightenment. *Normally offered in alternate years.*

**206. Studies in the Jewish Tradition** (in different semesters: Introduction to Talmud: a general study of the growth, nature and content of Halakhic and Midrashic material; Modern Jewish Thought: 19th and 20th century Jewish responses to the problems attendant upon "emancipation," emphasis on Buber, Heschel, Rosenzweig, other.) *Normal prerequisites: 103*



or 204, 205 as appropriate to topic, or permission of the instructor.

### Christianity

(103 and 204 will be appropriate for students interested in the antecedents of Christianity.)

**107. The New Testament** A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life and death of Jesus of Nazareth.

**207. Topics in New Testament Study** A critical examination and discussion of selected issues. (In different terms: The Portrayal of Jesus in Traditions and History; New Testament Theology; Paul, John, Hebrews; Eschatology and Ethics in the New Testament; Christ, Cosmos, and History; other). *Normal prerequisites: 100 or 107, or permission of the instructor.*

**108. The Emergence of the Christian Tradition** The complex emergence of orthodoxy and the limits of its pluralism; the Church, its liturgy and doctrine; its self understanding and its way in the world; the first four centuries.

**109. The Emergence of the Protestant Tradition** The reformations of the 16th century; their impulse and critiques; their solidarity and divergences; the problem of constructive Protestantism.

**208. People and Movements in Christianity** Studies in paradigmatic and idiosyncratic individuals, and in historical movements and periods (in different semesters: Greek and Russian Orthodoxy; Augustine; Francis of Assisi, and Joan of Arc; Modern Catholic Thought; other). *Normal prerequisites: 100 or 108, or 109, as appropriate, or permission of the instructor.*

**209. Issues and Topics in Christianity** Critical inquiry into facets and problems in Christian thought (In different semesters: Christian Ethics; Faith and Secularity; Idea of the Saint; The Holocaust; other). *Normal prerequisites: 100 or 108 or 109, as appropriate, or permission of the instructor.*

### C. American Religious Culture

**211. Aspects of American Religious Culture** Studies of American life in which religion and other dimensions of culture significantly interact (In different semesters: The New England Tradition: Black Religious Experience in America; Jews and Judaism in the United States; American National and Civil Religion; Sects and Cults; other).

### D. Religion and Contemporary Culture

**110. Western Religion and Modern Culture** Interpretive analyses of aspects of modern culture and sensibility—literary, social and institutional—from both secular and theological sources; inquiry into the dimensions of religion in culture, personal, social-ethical, and ecclesiastical.

**410. Religion in the Contemporary West** Critical explorations into the problematic and the forms of religious sensibility in the contemporary West. *Normal prerequisites: Senior standing and permission of the instructor.*

**Major:** entails a minimum of 10 courses.

1. Religion 100
2. Four courses within a tradition (Buddhism, Judaism, Christianity).
3. Five courses chosen with departmental guidance to assure diversity and complementarity within the field.
4. Of the ten courses, three will be at the 300 level.

**Minor:** entails a minimum of 6 courses.

1. Religion 100
2. Three courses within a tradition
3. Two other courses
4. Declaration and Advisement

## Russian

See German and Russian







Russian 200, 231, 232, 233, 234. 2. Two courses in Russian literature or in Russian culture and civilization, one from the earlier and one from the later period: Russian 251 or 352, and Russian 252 or 353. 3. Two courses in Russian history: History 253 and 254. 4. Interdisciplinary Seminar: Russian and Soviet Area Studies 401. 5. Four courses of the following, of which no more than two, including independent studies\*, may be accredited from any numbered group: Option B 1. Two courses in Russian literature or in Russian culture and civilization, one from the earlier and one from the later period: Russian 251 or 352, and Russian 252 or 353. 2. Two courses in Russian history: History 253 and 254. 3. Two courses in Russian literature or Russian culture and civilization from the following: Russian 251, 252, 352, 353, 354, 355, or 390. 4. Two courses from the following:

- a. History 213\*
- b. Political Science 207, 253, 390
- c. Economics 376
- d. Religion 208\*
- e. Sociology 252
- f. Philosophy 399\*

\* When the topic is approved by the director.

- a. History 213\*
- b. Political Science 207, 253, 390\*
- c. Economics 376
- d. Russian 251, 252, 352, 353, 354\*\*, 355\*\*, 390
- e. Religion 208\*
- f. Sociology 252
- g. Philosophy 399\*

**Minor:** (Effective beginning with the Class of 1982) Option A 1. Russian 116 (or the equivalent). 2. Two courses in Russian literature or in Russian culture and civilization; one from the earlier and one from the later period: Russian 251 or 352, and Russian 252 or 353. Two courses in Russian history: History 253 and 254. 4. Three courses from the following, of which no more than two, including independent studies\*, may be accredited from any one discipline grouping:

- a. History 213\*
- b. Political Science 207, 253, 390\*
- c. Economics 376
- d. Russian 231, 232, 233, 234
- e. Russian 251, 252, 352, 353, 354, 355, 390

- f. Religion 208\*
- g. Sociology 252
- h. Philosophy 399\*

\* When the topic is approved by the director.  
 \*\*These courses count toward the major only if materials in the Russian language are used.

## Science

**258. History of Science** Traces developments in science as a major aspect of Western civilization. Examines science and scientific enterprise by devoting particular attention to the following: the structuring of basic assumptions about nature and method; social, cultural, and religious dimensions of scientific change and discovery; noted developments in the physical and life sciences. Topics vary and will be announced each term. Recent topics have included: The Scientific Revolution, History of the Physical Sciences, Development of Modern Science, History of Medicine, Darwin and Social Darwinism, and American Science.

**260. Contemporary Science** Exploration of the ways in which science interacts with social issues.

**261. Problems of energy** in relation to the environment and society are discussed from their fundamental scientific basis.

**262. Development** of those concepts that relate to our knowledge of matter, with references to chemistry of the earth and especially to contemporary science and its implications for man.



# Sociology

Sociology studies how human beings live in groups and societies they establish and how they judge the meanings of their social life. Starting with the individual, sociologists observe how the commitments of social beings, expressed in everyday interactions, bind them together in social relationships and result in the production of value, belief, and behavioral systems. Starting with societies, cultural traditions, and whole civilizations, sociologists inquire into the alternative cultural designs, forms of social organization, and modes of consciousness by which people in cooperation and in conflict order their shared lives and individual identities.

Sociology seeks to foster reflective self-understanding in its students through heightened awareness of theirs and others' underlying commitments and to advance the ability to human beings to act adequately in the various relations, communities, institutions, and practices of their own society and the world.

Society's concerns do not resolve themselves in disciplinary isolation. Majors will find it helpful to become closely acquainted with at least one other discipline in the humanities or the social sciences, such as political science, history, religion, philosophy, psychology, economics, or one of the regional programs: American, Russian and Soviet, Latin American. Double majors and interdisciplinary studies are encouraged and helped along.

An emphasis on sociology's educative rather than training value has enabled majors to serve in a broad range of endeavors, not only university and secondary teaching, law, social work, and counseling, but also journalism, urban politics, and business management.

## Faculty:

**Vytautas Kavolis**, Professor of Sociology. Chairman. Ph.D., Harvard. Past publications: sociology of art, comparative social problems, cultural psychologies. Current research: empirical mapping of moral cultures, comparative histories of selfhood and sociability, social and cultural movements, welfare society and its predicaments, encounters of religion and secularity.

**Marvin Israel**, Associate Professor of Sociology. B.A., City College of New York. Interested in the moral and philosophical analysis of fundamental theoretical perspectives in sociology. Specializes in social theory, the relations between men and women, deviant behavior, and studies of the spiritual dimensions of bodily practices such as fitness activities and eating.

## Contributing Faculty:

**Associate Professor Friedman** (political science)

**Assistant Professor Weissman** (history)

**110. Social Analysis** Selected topics in the empirical study of the ways in which people's character and life chances are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.

**111. Introduction to Thinking About Society** Tries to put forth a morally responsible approach to the study of core phenomena in sociology—stratification, work, deviance, urban life, culture, research methods, and general theory. Contrasts the value neutral claims of a conventional sociological textbook with a more overtly committed sociology.

**212. Relations Between Men and Women** Love and its aberrations, men's and women's perceptions and treatments of one another, the nature of masculinity and femininity, homosexuality, and pornography analyzed from a sociological perspective, but drawing on a wide selection of sources in sociology, psychology, philosophy, literature, and film.

**221. Self, Culture, and Society** The diverse ways in which human beings comprehend what kinds of persons they are. Close reading of autobiographies and analysis of emotional climates in which particular experiences of selfhood arise and of civilizational categories by which they are judged to be valid or not.

**222. Family: Emotions and Structures** Social functions of the family, the history of emotions between the sexes, the determinants of family cohesiveness, the effects of diverse



modes of childraising, and the implications of variation in the norms of sexual behavior.

**223. Deviant Behavior and Social Control** Critical examination through original works by Merton, Parsons, Cohen, Cloward, Matza, McHugh, Blum, and others of the two major contrasting approaches in American sociology to the theoretical explanation of delinquency and crime. Some attention will also be given to police work, corrections, and the court system.

**224. Race and Group Relations** An analysis of different ways of arranging relations between racial, ethnic, and religious groups in complex heterogeneous societies. Ideological, social, and psychological sources of prejudice, cooperation, and peaceful coexistence. Group identities, their subversions, manipulations, revivals, upgradings.

**225. Urban Cultures and Communities** Changing meanings and problems of urban life in Western civilization. The contemporary American city as a place of encounter of diverse communities and clashing cultural assumptions. The culture of urban planners. Social consequences of different architectural arrangements. Country life and suburban life as dream and nightmare.

**252. Soviet Social System** Social structure and dynamics of the Soviet Union. Identification of the areas of strain and the different possible directions of change. Comparison with American institutions. *Offered in alternate years.*

**332. Images of Man and Society in Western Thought** Consideration of major social thinkers' conceptions of the good life and the metaphors by which they explain the relationship among persons and between persons and institutions. Some metaphors are love, the jungle, the organism, the marketplace, the stage, and the game. Readings drawn from Plato, Hobbes, Rousseau, Locke, Marx, Durkheim, Weber, Simmel, Parsons, Goffman, and others.

**340. Social Change and Social Movements** Key issues in the study of socio-cultural change. Dynamics of movement which have sought human character. Broader processes

of change that have produced the world of our experience. Relations of particular social movements to long-term cultural changes.

**341. Class and Culture** Emergence of different forms of social inequality and efforts—religious, democratic, revolutionary—to attain equality in complex societies. Influences of class position and general ideology on the formation of beliefs and ways of life. The distinctive cultures of particular classes: peasantry, aristocracy, bourgeoisie, the working class, the intelligentsia, and the techno-bureaucracy. Historical stages in the development of these classes and their national variants.

**350. Comparative Social Pathology** Cross-cultural and historical studies of the social origins of destructive and self-destructive behavior. Social institutions, social change, and cultural values as sources of damage to life, health, and sense of meaningful existence. Pathological myths. Responses to pathology.

**390. Sociology Seminar** A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. In alternate years: American Society. *Prerequisite: Permission of the instructor.*

**395. Senior Thesis** Independent study, in consultation with a specially constituted faculty committee, of a problem area in sociology chosen by the student. The student should, in addition to pursuing particular interests, also seek to demonstrate how various perspectives within sociology bear on the topic chosen.

**Major:** nine courses, including 110, Anthropology 231, 332, five other courses, two of which may with the approval of the adviser be taken from outside of the department, and senior thesis.

**Minor:** six courses, including 110, 332, four other courses.



# Spanish

The department of Spanish offers courses designed to introduce the student to the language, literature, and civilization of the Spanish and Portuguese speaking world. For those who need instruction on the elementary and intermediate levels, the courses are offered on an intensive basis with five class meetings a week. These courses as well as the ones in conversation and composition are designed to help the student in any other major who needs Spanish to complement their studies.

Through advanced courses in language and literature, Spanish majors acquire a better understanding of the Hispanic culture. They are encouraged to spend some time abroad and to integrate this foreign experience with the departmental program. The flexibility of this program is such that, depending upon the student's personal goals and post-graduation plans, many tracks and combinations of study are possible. Often majors will also have a second major in such areas as anthropology, sociology, international studies, psychology, economics, or another language.

Their knowledge of the Spanish language and culture can be a major asset in professional schools and many positions in business and government. Most recent graduates in Spanish are currently employed in teaching, government agencies, social work, and private business. A number of them are now doing graduate work in Spanish, and some have held short-term teaching positions abroad.

## Faculty:

**Enrique Martinez-Vidal**, Professor of Romance Languages. Chairman. Ph.D., University of Pennsylvania. His teaching interests lie mainly in Peninsular Studies in general and the theatre in particular. Besides his studies in the theater of the Golden Age, his current research includes the Arab influence on the early European lyrical poetry. Professor Martinez-Vidal also teaches Portuguese on an Independent Study basis.

**Arturo A. Fox**, Professor of Spanish. Ph.D., University of Minnesota. His teaching interests include Latin American culture and civiliza-

tion as well as the novel and short story in Spain and Latin America. Professor Fox has written many articles on diverse literary themes and also is the author of two readers. His latest one will appear in the spring of 1981. He is also an accomplished writer of novels and short stories.

**Andres Suriés**, Associate Professor of Spanish. Ph.D., University of Minnesota. His teaching interests are mostly in Peninsular studies. His current research examines the socio-political changes that have occurred in Spain since the death of Franco.

**Olga Connor**, Assistant Professor of Spanish. Ph.D., University of Pennsylvania. Poetry is her major area of interest and research. Her doctoral dissertation is on the writings of the contemporary Mexican poet and essayist, Octavio Paz. Her current research involves applying contemporary literary criticism (structuralism and semiotics) to poetry.

**Ardis L. Nelson**, Part-time Assistant Professor of Spanish. Ph.D., Indiana University in Bloomington. She teaches courses in introductory and intermediate Spanish. Research interests include Hispanic-American narrative, literary theory, and Hispanic film.

**Grace L. Jarvis**, Part-time Instructor of Italian and Spanish. M.A., University of Missouri. Her instructional responsibilities consist of teaching introductory language courses in Italian and Spanish. Research interests include multi-lingual and multi-cultural education.

**Beatriz C. Quintero**, Part-time Instructor of Spanish. B.A., University of Puerto Rico. She teaches introductory level courses in Spanish. Her academic interests are in the theatre of the Spanish Golden Age and in the poetry of Jose Gautier Benitez, a romantic poet from Puerto Rico.

## Contributing Faculty:

**Assistant Professor Ruhl** (political science)

101-104. **Elementary Spanish** An intensive study of the fundamentals of Spanish grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings. *Please refer to Graduation Requirements (Languages).*





**116. Intermediate Spanish** Review of Spanish syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

**231, 232. Spanish Conversation and Composition** Careful attention to grammar and style as seen in short stories and articles and in compositions written on a periodical basis by the students. Advanced practice in the oral aspects of the language based on everyday situations. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

**233. Introduction to Hispanic Literature** This course offers an overview of the main periods and concepts in the literature of the Hispanic World as well as an introduction to the methods and terminology of literary criticism. A number of literary texts are selectively introduced to illustrate both cultural and literary trends. *Prerequisite: 116 or the equivalent, with a grade of at least C.*

**234. Spanish Literature from Romanticism to the Present** A survey of 19th and 20th century peninsular literature. Examination of trends and movements through the close reading of representative authors. *Prerequisite: either*

*231, 232, or 233, or the equivalent, with a grade of at least C.*

**236. Masterpieces of Spanish-American Literature** Reading and discussion of representative works of Spanish-American literature from the colonial period to the present, with an emphasis on the 20th century. *Prerequisite: 233 or the equivalent.*

**290. Topics in Hispanic Studies** Study of significant cultural, literary as well as historical topics concerning the Spanish-speaking world. Peninsular and Latin-American Topics alternate on a yearly basis. Some topics offered in past years were: *Latin America as a Colonial Province, Sephardic Culture and Civilization, and History and Civilization of Mexico.* Specific topics to be announced before registration. *Prerequisite: Permission of the instructor. One-half or full course.*

**341. Aspects of Spanish Civilization** In-depth study of several aspects of Spanish civilization. Attitudes, values, and mores as manifested in their history and their artistic achievements. Oral and written reports concerning some cultural aspects. *Prerequisite: 231 or 232 or the equivalent.*



**343. The Culture and Civilization of Latin America to 1825** A study of Latin-American history and culture from its beginnings to the end of the wars of independence. Study of the process of the discovery, conquest, and colonization of Latin America, the colonial system and its influence in the formation of the Latin-American character. Analysis of the development and characteristics of the independence movements. *Given in alternate years. Conducted in English.*

**344. The Culture and Civilization of Latin America Since 1825** Study of the formation of the Latin-American countries and of the main cultural, political, social, and economic factors which have influenced their development since the achievement of independence. Emphasis on the historical and cultural significance of 20th century developments beginning with the Mexican Revolution. *Given in alternate years. Conducted in English.*

**352. Spanish Renaissance and Baroque Culture, Literature** Non-dramatic literature of 16th and 17th centuries, with emphasis on major figures such as Garcilaso de la Vega, Cervantes, Gongora, and Quevedo. *Offered in alternate years. Prerequisite: 233 or 234, or permission of the instructor.*

**353. Spanish Renaissance and Baroque Drama** A study in depth of the trends and themes in the Golden Century drama. The focus will be upon the close reading of plays by Lope de Vega, Tirso de Molina, Calderon and some of their precursors and contemporaries. *Offered in alternate years. Offered on occasion as a bilingual course. Prerequisite: 233 or 234, or permission of the instructor.*

**357. The Generation of 1898** A study of the intellectual ferment of this period with a critical reading of selected works by Unamuno, Maeztu, Baroja, Azorin, Machado, and Valle-Inclan. *Given in alternate years. Prerequisite: 233, 234 or the equivalent.*

**358. Contemporary Spanish Literature** A study of representative contemporary works. Special emphasis on the different trends and ideas as reflected in works by Pre-Civil War authors as well as the literary resurgence of the Post-Civil War. *Given in alternate years. Prerequisite: 233, 234 or the equivalent.*

**372. Contemporary Spanish-American Literature** An in-depth study of important 20th century works, with an emphasis on the new Spanish-American novel since 1945. *Given in alternate years. Prerequisite: 233 or the equivalent.*

**382. Seminar in Spanish Literature** A thorough investigation of major figures or important literary trends in hispanic literature which was not covered by the majors in previous courses. The majors will work on a semi-independent basis with a particular instructor and will present reports to the seminar and participate in subsequent discussions. *Prerequisite: 233, a major or minor in Spanish.*

**Major:** nine courses, numbered 231 and above (including Spanish, 233, 341 and 343 or 344), at least eight of which must be in the department and in the language of the major. The course that is taken outside the language of the major must be approved by the department.

Every Spanish major who spends the year or part of the year off campus is required to take a minimum of four courses in the department, of which at least two (not independent studies) are to be taken during the senior year. In case of not being able to fulfill this requirement, the student has the option of taking a comprehensive examination during the first semester of the senior year.

**Minor:** five courses numbered 231 or above, including 231 or 232 (either of which may be waived by special permission of the department).

**Note:** To elect a major, a student must have attained an inclusive average of at least 2.00.

## Portuguese

Portuguese is offered by the department only on an independent study basis and only to Spanish majors or minors, as well as to students working towards a Certificate in Latin American Studies. The latter students, if not Spanish majors or minors, can only request an independent study in Portuguese after having successfully finished Spanish 116 or its equivalent.



# Studies in Theatre and Dramatic Literature

Professor Brubaker, (dramatic arts) Director

An interdisciplinary program using the perspectives of the dramatic arts and literature to examine the theory, history, and practice of theatre presented by the departments of classical studies, dramatic arts, English, modern languages and literature, and music. Majors in this field are required to participate in the Mermaid Players and must be accepted by the director.

**Major:** ten courses including Dramatic Arts 102 and 103 (Theatre History); two of the following: Dramatic Arts 101 (Acting), 200 (Stagecraft), 201 (Directing); and six of the following, one of which shall be from classical studies or modern languages and literature and one shall be a course dealing with the Renaissance period:

## *Classical Studies*

Greek

391, 392 Seminar: Greek Drama

Latin

234 Latin Poetry

## *Dramatic Arts*

101 Acting

102, 103 Theatre History

200 Stagecraft

201 Directing

301 Special Topics in Performance and Production

304 Studies in Theatre History

## *English*

342 Renaissance English Drama

346 Shakespeare I

347 Shakespeare II

388 American Drama

396 Modern Drama I

397 Modern Drama II

## *Modern Languages and Literature*

French

352 The Theatre of the Sublime

360 Modern French Theatre

German

304 German Literature of the Baroque, Rationalism and *Sturm und Drang*

309 The Drama of the 19th Century

313 Modern German Drama

Russian

390 Russian Drama

Spanish

352 Spanish Renaissance and Baroque Culture, Literature, Prose and Poetry

353 Spanish Baroque Culture, Literature and Drama

## *Music*

103 20th Century Music

104 History of Opera

## *Independent Studies*

There are occasional seminars offered by the several departments in topics appropriate to this field of concentration which would extend the list given above.

**No minor.**

# Western Social and Political Thought

Associate Professor Friedman, (political science)  
Coordinator

This major is intended to acquaint the student with the Western tradition of social and political thought through the study of the great works of that tradition. The major combines course work and independent study in such a way as to allow the student to view the tradition and its parts from several different disciplinary and theoretical perspectives. The major is intended to prepare the student for various academic graduate programs, law school, and government service.



The requirements for the major consist of 11 courses. No minor is offered.

**A. The Core**—Four courses.

All students are required to take four out of the following five courses:

Economics 473 History of Economic Thought  
History 257 Intellectual History  
Philosophy 203 Philosophy of Society  
Political Science 101 Introduction to  
Political Philosophy  
Sociology 332 Images of Man and Society  
in Western Thought

Students are urged to take these courses as early in the major as possible.

**B. Additional Required Courses**—Five courses.

411, 412. **Readings in Western Social and Political Thought** The student will pursue a course of readings from a list available from the coordinator. The readings will be supervised by the student's adviser, who will monitor the student's progress and will arrange for the student's participation in bi-monthly student-faculty colloquia.

The reading list is divided into four groups: Ancient and Medieval, Early Modern, Late Modern, and Contemporary. As the student completes each group, he should request that the examination pertaining to that group be administered. The exam will be read and graded by a member of the faculty designated to read examinations in that field. Students, if dissatisfied with the grade, may choose to be re-examined once in each area. The examinations in the first two areas must be completed before the end of the junior year. The examination in the second two areas must be completed by the end of the first semester of the senior year. The grade for WS & PT 411 will be the average of the grade in the first two areas; for WS & PT 412, the average in the last two. *Students should register for WS & PT 411 in the final semester of the junior year, and WS & PT 412 in the first semester of the senior year.*

480. **Research in Social and Political Thought** The student will be expected to assist, with increasing responsibility, faculty members in the program in the conduct of either the program's research project or the faculty

members' individual research. The amount and nature of the work will be determined through consultation between student, adviser, and faculty researcher. At the end of each semester's work, the faculty researcher will file a report with the coordinator of the program describing the student's work and evaluating progress. *This research experience is expected to begin no later than the second semester of the junior year. Students will not receive credit until the end of their final semester prior to graduation. In order to be eligible for credit, students must register for WS & PT 480 in their final semester registration.*

490. **Seminar in Western Social and Political Thought** A seminar on selected topics in the area. Normally to be taken in the fall semester of the senior year.

491. **Senior Thesis** Normally taken in the spring semester of the senior year. Under supervision of the adviser, the student will prepare a thesis of appropriate length designed to draw together the student's experience in courses, the research project and readings. The thesis will be presented orally at a Program Colloquium and defended. At least two faculty members in addition to the adviser will read the thesis, and they, along with the adviser will determine the grade.

**C. Electives**—Two Courses.

The student must take two approved elective courses which support the major. The list of elective courses will vary. Consult the coordinator for a current listing of eligible courses.



# Special Approaches to Study

Independent research and study, internships, and special majors encourage Dickinson students to pursue individual academic interests and allow students with the requisite ability and motivation to undertake self-directed programs of study under faculty guidance.

## Independent Study and Research

The following options describe programs of independent study and research possible in any academic area in which faculty have training and in which the student has the approval of the appropriate department or coordinating faculty committee. These general guidelines may vary among individual programs.

### Independent Study and Research for Freshmen.

Freshmen who, on the basis of advanced placement, have qualified for credit in an introductory course (except foreign language courses below 230 and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially-directed course or half-course in independent study within the same body of knowledge.

A freshmen who wishes to take a second independent study or a course of independent research or who wishes to pursue independent study or research on terms available to sophomores, juniors, and seniors, must petition the Committee on Academic Program, with supporting statements from the academic adviser and proposed supervisory instructor.

### Independent Study for Sophomores, Juniors, and Seniors.

Independent studies allow a student to pursue an academic interest outside the listed course offerings. The study may include experimental work and reading and may culminate in several short papers, a single

paper, or any other project acceptable to the supervising faculty member and the student. The work may be supervised by one instructor or several instructors from one department or several departments. Such interdepartmental studies must be approved beforehand by the Committee on Academic Program. Sophomores may undertake one independent study or one independent research course and may, with the support of the student's academic adviser, petition the Committee on Academic Program for permission to take two independent studies or independent research courses in one semester. Juniors and seniors may undertake two such courses without special approval and may petition the Committee on Academic Program for additional independent study or research courses. In addition, the student must have a cumulative average of 2.0 or the permission of the Committee on Academic Standards.

### Independent Research for Sophomores, Juniors, and Seniors.

Independent research, like independent study, allows a student to pursue an academic interest beyond the listed course offerings, but this pursuit must culminate in an original contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort. Although supervised by faculty from one department or several departments, the work is to be largely self-initiated and self-directed—an introduction into research and practice in presenting the results of an investigation. Conclusions must be presented for evaluation no later than one (1) month prior to the student's graduation. The program may be elected (maximum credit: four full courses per semester) for the junior year, the senior year, or both. Sophomores may undertake one independent research course per semester unless permission is granted by the Committee on Academic Program to take two such course credits on the basis of a petition supported by the student's academic adviser. In order to register for the program, special permission is required from the Committee on Academic Standards for students with less than a 3.0 average in the department or departments supervising the independent research. Programs of independent research involving more than two such courses per semester



must be approved by the Committee on Academic Program. Interdepartmental research must be supervised jointly by the respective faculty members and must also be approved by the Committee on Academic Program.

**Candidacy for Departmental Honors.** Students participating in the independent research program described above shall be eligible to be voted departmental honors on the completion of the program. In assessing each candidate, the departments may conduct departmental comprehensive examinations or may invite outside examiners. If, in the judgment of the department, a candidate meets the standards for graduation with honors, the project shall be so designated.

**Integrated Independent Study and/or Independent Research for Juniors and Seniors.** This provision allows a student, with the guidance of his or her major department and any supporting departments, to plan an entire program either for the last two years of study or for the senior year. The program, which must be approved by the Committee on Academic Program, may combine independent study, independent research, and course participation. Work under the program normally proceeds without grade, but, upon the student's completing the plan, the supervising department will prepare a precise description of the work accomplished and an evaluation of its quality which will become part of the student's permanent record.

### **Internships**

An internship is a special field program integrated with an academic component by which a student may test the practical applications of liberal learning in any of a variety of professional or occupational settings, on or off campus. Through an internship, a student has the opportunity both to gain practical experience and to explore possible career choices while still in college.

Normally open only to juniors and seniors, internships are initiated by the student, approved in advance by the Subcommittee on Off-Campus Study, and graded on a credit/no credit basis. Each internship is assigned from one half to three course credits, based upon the nature and complexity of the inte-

grated internship project. A student may receive a maximum of three internship course credits in a given semester or summer, and normally no more than four in a given academic year. No more than two internship credits may be counted toward a minor. January internships receive a maximum of one half course credit. Unusual internship projects, such as proposals for group internships or for internships abroad, require especially careful advance planning and subcommittee review, for which the student should allow sufficient lead time.

To apply for an internship a student, after consultation with one of the internship coordinators and the potential faculty internship adviser, must complete an Internship Agreement Form describing in detail the on-site project and its related academic component, the educational objectives of the internship, the course background which has prepared the student to undertake the internship, the bibliographical and/or other theoretical material to be examined in preparation for or in the course of the internship, and the specific evidence (e.g. papers, test results, creative works) that the faculty internship adviser will evaluate to determine whether the intended integration of theoretical and practical learning has occurred and credit is to be awarded. The faculty internship adviser and the on-site supervisor also complete parts of the agreement form in which their respective expectations and responsibilities are delineated. In addition, the student must secure the signature of his/her regular academic adviser and, if major or minor credit for the internship is requested, of the department chairman. Completed agreement forms must be submitted for approval through the internship coordinators to the Subcommittee on Off-Campus Study, which may request further information or an oral interview before taking final action.

At the completion of the internship and before credit can be granted, the student must complete and submit to the internship coordinators a Student Internship Evaluation Form, in which the student reviews the original objectives and proposed activities of the internship as stated in the Internship Agreement Form, describes how they were achieved or modified in the course of the internship, and evaluates in some detail both the practical



and the academic aspects of the experience. Post-internship evaluation forms are also requested from the faculty internship adviser and the on-site supervisor.

If an internship is for more than two credits per semester, the student must defend in person the results of the internship experience in an oral examination given by the faculty internship adviser, a member of the subcommittee, and at least one faculty member from the appropriate academic department(s) appointed by the chairman of the subcommittee.

Detailed information about internships and all necessary forms are available in the Internship Office. Dr. Marjorie Fitzpatrick is the administrative coordinator for the internship program.

### **Special Majors**

**Tutorial Departmental Major.** Some departments may approve superior students as tutorial majors. Such a program differs from independent studies and research in several ways. For one, the student is guided in a program in the component areas of an entire discipline for approximately two years. That program's balance is ensured by prior departmental approval. Secondly, the student is free to take regular courses in the student's major discipline with the approval of the tutor. Normally the student will receive a letter grade for a 600 series course, but the Pass/Fail option is also available under the same restrictions as in standard courses.

The student meets on a regular basis with a tutor to discuss essays and readings dealing with particular problems posed by the tutor. Finally, the student sits for a comprehensive examination, both written and oral, administered by a committee composed of the department and one person outside the department. Normally, at least one-quarter of the student's final semester is given over to preparation for these examinations. One re-examination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with departmental honors. Approved students may register for up to four courses per semester under the tutorial rubric.

### **The Self-Developed Interdisciplinary Major.**

The option of a self-developed major is available to students who desire a somewhat different field of concentration which, although a recognized field of learning and relevant to the liberal arts, is not substantially addressed by any one department. Recent self-developed majors have included Women's Studies, Medieval Studies, Russian Language and Literature, and Black Studies.

A student contemplating a self-developed major should prepare a proposal which includes those courses relevant to the other topic and seek the written endorsement of four faculty members for the proposed major which shall consist of ten or more courses. The supporting faculty will secure the advice of chairmen of those departments in which the student contemplates course work for concentration.

The student must present this validated proposal to the Committee on Academic Program for approval by the Subcommittee on The Self-Developed Major. The student in this program will work closely with an appointed adviser. Changes desired in this program will be submitted with the approval of the adviser in written form to the subcommittee for final approval. Under ordinary circumstances, a student accepted in a self-developed major may not apply any of the ten approved courses toward the completion of a departmental major or minor.

Upon the completion of every semester, each student involved in the self-developed major will submit to the subcommittee (with a copy to the adviser) an evaluation statement of progress and commitment to the major as a whole, experience in individual courses, and work with the adviser. The adviser will submit to the subcommittee, and to the student an evaluation describing the student's progress, achievement, and commitment.

At the conclusion of the student's work the transcript will describe the major as follows: Self-Developed Major: (Title).

### **Special Programs**

#### **International Education**

In an era characterized by increasing global interdependence, the College recognizes its responsibility to maximize global perspectives



in its educational programs so that students may gain the international understanding necessary to be informed citizens and world leaders. In its on-campus academic offerings, courses with an international focus are offered in several departments. In addition, a world view and intercultural sensitivities are stressed in other ways, including the comparative civilizations program, the program in foreign languages with its required level of proficiency and emphases on literature and culture, double majors which combine language skills with study in other disciplines, and interdisciplinary area study programs in Western Europe, Asia, Latin America, and the Soviet Union. The Committee on International Education consists of faculty representing the foreign area study programs, international relations, and the foreign language and literature departments. They meet with the director of off-campus studies to coordinate the College's activities that focus upon international education and to advise the College upon the scope and direction of international education.

The College also encourages its students to investigate the appropriateness of study abroad to their educational objectives. When carefully planned in advance and integrated with a student's on-campus academic program, study abroad can be an integral part of the liberal arts experience providing cultural enrichment, personal development, and intellectual challenge. Study abroad is coordinated through the office of off-campus studies and may take place during an academic year, a semester, a January term, or a summer term. Approximately one-fourth of all Dickinson students study overseas for at least one semester before they graduate.

The following pages present study abroad opportunities with which Dickinson is formally associated. Many other high quality opportunities are also available; information can be obtained in the office of off-campus studies.

**The Center for European Studies in Bologna.** Students interested in a junior or senior year abroad to study European politics, history, economics, and international affairs may apply for admission to the College's program in Bologna, Italy, which was established in 1965. The program is supervised by a resident director drawn from the College's faculty and

includes courses in the following areas: European History and Politics, International Studies, History of European Political and Social Thought, International Economics, Renaissance Art, and Italian Language. A unique offering is the Bologna Practicum, an interdisciplinary seminar. (See Interdisciplinary Studies in the course offering section.) Courses are taught in English by the Dickinson director and faculty members from Italian universities and the Johns Hopkins School of Advanced International Studies. Opportunities are also available for independent study with the Dickinson and Johns Hopkins instructors.

Twenty-five students are selected each year for study at the Dickinson Center. No particular major is a prerequisite. Participants who have not had one semester of Italian previously will be required to take Elementary Italian in Bologna. Financial aid, including work-study opportunities, may be applied for through the customary procedures followed on campus.

**The Colombia Program in Medellín.** The Colombia Program is a semester of study in Medellín, Republic of Colombia. Participants leave for Medellín in early July and return to the United States at the end of the fall semester. Supervised by a resident director, the program offers to students an opportunity for immersion in an Hispanic environment, both academic and cultural. Students are enrolled in regular university classes with Colombian students and may take a wide variety of courses in The Universidad de Medellín, all university faculties. The program includes cultural orientation and an intensive 45-hour language course on site prior to the beginning of classes. Students live and take their meals with a carefully selected Colombian family. The program is open to Spanish majors and students of other disciplines with an interest in Latin America who possess a working knowledge of the Spanish language. Sophomores and juniors are eligible to apply. Financial aid is available for Dickinson students. Interested students should consult the on-campus director for additional information.

**The Israel Program in Jerusalem.** The Dickinson College program in Israel, in cooperation with the Hebrew University of Jerusalem, is a learning experience of approximately 11



months commencing in early July and including three months of Hebrew language instruction (Summer Ulpan) and a full academic year at the School for Overseas Students of The Hebrew University of Jerusalem. Featured is a two-course credit interdisciplinary Seminar on Jerusalem (see Interdisciplinary Studies in the course offering section) taught by the Dickinson resident director; the seminar focuses on Jerusalem from historical, cultural, religious, and literary perspective and includes guest speakers and field trips to related sites. In addition, students enroll in courses offered by the School for Overseas Students in a wide variety of academic areas. Housing is in dormitories at The Hebrew University of Jerusalem. The year in Israel begins with an orientation program, including field trips, led by the resident director prior to the beginning of the Ulpan intensive Hebrew language instruction. The program is normally open only to juniors. Financial aid is available to Dickinson students on the same basis as if they were on the home campus. Interested students should consult the director of Judaic studies.

**The Institute of European Studies.** The Institute of European Studies offers study programs for juniors and seniors at seven leading European university centers (Durham, Freiburg, London, Madrid, Nantes, Paris, Vienna), each one offering unique perspectives and opportunities utilizing the particular academic and cultural resources of its location. Under the supervision of a permanent resident director, each center offers its own particular academic programs, experienced academic advisers accustomed to dealing with the difficulties in integrating a student's foreign study program with that of the home institution, and a full range of supportive services: housing, university registration, personal counseling, medical care, student activities, records, and the like.

The institute also provides orientation programs including intensive language study where appropriate. Students study under distinguished European professors in a European environment. The Freiburg, London, Madrid, Nantes, Paris, and Vienna centers offer a core of courses taught within the institute by university professors and, except for London, also enable qualified students to

enroll in regular courses within the faculties of the universities themselves. At Durham, students enroll as fully integrated students of the university, and the institute provides tutorial assistance supplementing their university course work whenever appropriate. Students are recommended for admission by the College. Limited financial assistance is offered. For further information, consult the campus coordinator.

**The Intercollegiate Center for Classical Studies in Rome.** Majors in Latin or Greek, or other students especially interested in classical antiquity, can spend one or two semesters at the Intercollegiate Center for Classical Studies in Rome. This center features the combination of carefully chosen master teachers from American colleges and universities with the irreplaceable glory of the sites of the classical past. Dickinson students are eligible for scholarships to the center. The Dickinson classics department also manages the Christopher Lee Roberts Scholarship which may be used for a semester at the center. Field trips from the center in Rome are part of every semester's work, concentrating on the Etruscan north in the fall term and the Naples area in the spring. At the same time, in the middle of Rome itself, classes in the Latin and Greek texts allow the student to complete the same reading that would have been done at the home campus.

**The International Student Exchange Program.** The International Student Exchange Program (ISEP) is a fully reciprocal student exchange scheme which facilitates and encourages the regular exchange of students on a one-to-one basis between participating colleges and universities in approximately 35 countries in Africa, Asia, Australia, Europe, Latin America, and North America. Dickinson is one of several U.S. institutions selected to participate in ISEP. Through ISEP, Dickinson students pay tuition and fees, room and board to Dickinson and exchange places for one academic year with students from participating institutions outside the U.S. who have likewise covered the cost of their tuition and other expenses. This exchange opportunity allows Dickinson students to study outside their country for the same cost that they would pay here. They remain registered at Dickinson and may



apply whatever financial aid they normally receive toward the year abroad.

Students interested in ISEP are screened and selected by Dickinson. They must have proven their ability to produce high-level academic work and be proficient in the language of instruction of the institution for which they are applying. Applicants from all academic disciplines are considered. ISEP students are fully integrated, academically and socially, at the host college or university abroad; they take the same courses and examinations as all other students at that institution. Housing is guaranteed, either in residence halls or in accommodations nearby.

**Dickinson Summer Abroad Program.** Dickinson regularly conducts three foreign study programs during the summer term, two in Great Britain and one in France.

**The Roman Britain Program**, under the direction of the classics department, examines the Roman occupation of Britain from Julius Caesar to Honorius with special emphasis on the archaeological remains of that occupation. During the six-week program the students participate in a training dig designed to teach persons without previous experience the techniques of archaeology. In addition to studying the fundamentals of archaeology and the history of Roman Britain, students visit the major Roman sites throughout Britain.

**The Summer Semester in England** program offers students with an interest in fine arts, English history, history of science, and English literature the opportunity to pursue study in England. During the first half of the summer, the program is centered in London and offers two courses which draw upon the libraries, museums, galleries, architecture, and cultural life of that city. During the second half of the summer, two courses are offered which pursue topics best studied through travel and study throughout the British Isles.

**Dickinson in France** is conducted each summer in Nantes, a port city in Brittany, and offers an intensive program combining formal study with direct experience in French culture and language. During the six-week program, Dickinson faculty conduct courses in intermediate French, conversation and composition, and French civilization. This study is augmented

by travel in other parts of France including Paris and by the students' experience living as members of French families. The Dickinson faculty are provided administrative assistance by staff members of the Institute of European Studies.

In addition to these programs, other faculty, especially from the departments of German, Russian, and religion, plan special summer travel study courses on a less regular basis.

**Other Study Abroad Programs.** Other study abroad programs are available throughout the world. Students may be able to enroll directly in a foreign university, in specialized courses and institutes for foreigners at leading universities abroad, in internships overseas, or in American college-sponsored programs designed to meet the needs of American students who wish to pursue their educational interests in another part of the world. Recent Dickinson students have studied for an academic year, a semester, or a summer in Austria, Canada, Colombia, Denmark, France, Ghana, Great Britain, Hong Kong, India, Ireland, Israel, Italy, Mexico, Nepal, the Netherlands, Senegal, South Africa, the Soviet Union, Spain, Sweden, Switzerland, and West Germany. The office of off-campus studies has more information on programs and procedures.

### **Off-Campus Study in the United States**

An academic year, semester, summer, or January term of study at a specialized program or other college or university in the United States may be appropriate for some students. Like study abroad, this form of off-campus study must be carefully planned and integrated with the student's on-campus academic program. Several institutions offer specialized, unusual learning opportunities and environments unavailable at Dickinson, utilizing unique resources which cannot be duplicated within the traditional on-campus classroom setting. Examples are programs which focus on topics and areas such as marine biology, the United Nations, or New England studies.

Dickinson students have also taken advantage of guest student programs at major colleges and universities which permit students to enroll for a semester or the academic year in regular curricular offerings of the institution



which are unavailable on the Dickinson campus. Dickinson students have recently studied elsewhere in the following academic areas: black studies, Chinese, East-West comparative cultures, journalism, public communications, urban studies, women studies, archaeology, aviation, urban planning, business, drama, ecology, studio art, Japanese, and law.

The following pages present off-campus learning opportunities in the United States with which Dickinson is formally associated. Information on these and other specialized programs of study is available in the office of off-campus studies.

**The Appalachian Semester Program.** The Appalachian Program is a one-semester experience located in the heart of Appalachia, at Union College, Barboursville, Kentucky. Offered every semester, it is open to juniors and seniors interested in studying the Appalachian region—its strengths, problems, and challenges. The program is strongly interdisciplinary in nature and includes three courses plus credit for field work in a variety of disciplines. The courses are: Orientation Seminar, Economics and Appalachian Poverty, Social Institutions in Appalachia, and the Field Practicum (either an internship in a local service agency or a directed independent study project in the region at large). This approach is designed to combine interdisciplinary classroom experiences and community experiences into a living-learning situation for the total involvement of students and faculty. The Appalachian Semester Program is open to students of all majors and is particularly recommended for undergraduates who want to explore in depth the Appalachian region and its people and also those students who plan to enter a variety of service-oriented occupations. For more information consult the director of off-campus studies.

**Asian Studies: South or East Asia.** By informal arrangement with the University of Pennsylvania, well-qualified, highly motivated Dickinson students may elect to spend a summer, a semester, or a full academic year (normally the senior year) studying in the department of South Asian studies or the department of Oriental studies at the University of Pennsylvania. Such election shall be

contingent upon recommendation by the student's major department at Dickinson, approval of the director of off-campus studies, and acceptance by either department at the University of Pennsylvania. Seniors completing the requirements for the Bachelor of Arts degree at Dickinson who are in residence at the University of Pennsylvania during the entire senior year are exempt from the Dickinson senior residence requirements.

A student planning such a senior year program normally should expect to enroll for intensive language study during the summer prior to the senior year at the University of Pennsylvania. If recommended for graduate study in the same field by the department in which the student is enrolled, the student should anticipate further intensive language study during the summer immediately following completion of the senior year. Majors in either South or East Asian area studies are to be pursued in accordance with the provisions of the College for self-developed majors worked out by the student in conjunction with the Committee on Academic Program.

**The Binary Engineering Program.** Dickinson College furnishes a program for engineering students, called the Binary Engineering Program, that combines advantages of the small liberal arts college with training to be secured at a large urban engineering school. Cooperating with Dickinson College in this program are the University of Pennsylvania engineering schools, Rensselaer Polytechnic Institute, and the Case Institute of Technology. The student can select one of several options under the plan: the first three years may be spent at Dickinson and the final two at the engineering school, leading to a B.S. degree from both institutions; or four years may be spent at Dickinson earning a B.S. degree and then one or two years at the engineering school leading to an M.S. degree in engineering.

The liberal arts-engineering combination recognizes the defects inherent in specialization in the engineering schools and provides for the Dickinson student a generous background in pure science, in the humanities, and in the social sciences. The program is particularly appealing to those freshmen who like the liberal arts and are not yet willing to commit themselves completely to an engineering curriculum.



Candidates for the Binary Engineering Program should inform the director of admissions of Dickinson College that they wish to apply for this program so that they may be assigned to the engineering student adviser. The student in the freshmen year should take Physics 131, 132 and Mathematics 161, 162. Students interested in this program should request from the Dickinson admissions office a special booklet which describes the Binary Engineering Plan in greater detail and gives suggested course schedules.

**The Consortium Exchange Program.** Dickinson, Franklin and Marshall, Gettysburg, and Wilson Colleges form the Central Pennsylvania Consortium. One of the advantages of this educational cooperative venture is that students have the opportunity to take courses at any member college. This program of exchange is encouraged because it allows for greater flexibility in a student's educational program.

The office of off-campus studies coordinates consortium exchange programs for students. The appropriate forms, catalogues, and other information are available there. The application procedure is rather simple with only an application form and a course approval form necessary. Applications should be submitted to that office by May 1 for a Fall Semester, and December 1 for a Spring Semester.

Any Dickinson student who is approved by this College for study at Franklin and Marshall, Gettysburg, or Wilson College, may take a course, several courses, a full semester, or a full year at the other college. Except for summer and January programs at the other colleges, the normal tuition fee is paid to Dickinson. No fees are paid to the other college except residence fees where appropriate. Grades, in addition to course credit, are transferred into this college.

**The Harrisburg Urban Semester.** The Harrisburg Urban Semester (THUS) is a multi-disciplinary academic program combining an internship, course work, and independent study in an urban setting. Sponsored by the Central Pennsylvania Consortium, the program combines the study of urban affairs with internship opportunities in which students may explore career possibilities and test classroom theories in actual practical experiences.

Student participants spend either the fall

or the spring term in houses and apartments in Harrisburg which are leased by THUS. The program is designed as a four-course experience, including an internship, an urban seminar, and either a special interest seminar or an independent study relevant to the internship and directed by an on-campus faculty member. The course and internship structure is designed for students from all departmental backgrounds. Students who wish to deviate from the four-course program must have the approval of the director of off-campus studies.

Financial aid is available for Dickinson students.

**Urban Semester 301, 302.** Internship (2 course credits). Each student will intern on a 20- to 25-hour-per-week basis with a public or private agency. Internships are available in federal, state, county, city, private secular, and private religious agencies. The internship is intended to accommodate the vocational, educational, and personal goals of the individual participant. (NOTE: One of the internship course grades will be on a Credit/No Credit basis, while the other internship course will receive a regular letter grade.)

**Urban Semester 303.** Urban Seminar (One course). This multi-disciplinary seminar taught by THUS faculty focuses on the nature and problems of urban society. In addition to comprehensive reading assignments, source materials may be provided by selected urban professionals, community leaders, and concerned urban citizens, who will be present at some of the classroom sessions. Further, the seminar will bring together the various urban perspectives of the students which have developed through their internship experience.

**Urban Semester 306.** Special Interest (One course). Each semester several special topics will be treated in a seminar format. Topics are selected with regard to the general internship interests of student participants and each student may select that seminar group which is treating the topic of greatest relevance to the student.

**The Washington Semester Programs.** In cooperation with the American University and an allied group of colleges and universities,





Dickinson offers to a few high-ranking students (usually juniors) the opportunity to participate in one of several academic programs sponsored by the American University in Washington, D.C.

The one-semester opportunities are American government, urban affairs, American foreign policy, international development, economic policy, criminal justice, journalism, and American studies.

The usual course of study includes a seminar in which the student has an opportunity to listen to and question government officials from all levels, Supreme Court Justices to lower level bureaucrats. In addition, the

program requires a substantial independent research paper. There is also the opportunity to serve in an internship with an office on Capitol Hill, such as in an agency, a lobby organization, or another course-related office. As an alternative to such an internship, the student may elect a regular course offered by the university.

Dickinson students are eligible to participate in the fall semester. They should consult with the Dickinson coordinator early in their academic career to receive further details on the programs and on courses which may be required as prerequisite to admission.



# Academic Policies And Procedures

## Information For Students Who Are Enrolled For A Dickinson Degree

**Enrollment And Registration.** New students plan their course schedules with a faculty adviser assigned during the orientation period of their first semester. During each subsequent semester, students plan their course schedules with their adviser during a week of pre-registration which occurs in November for the spring semester and in April for the fall semester. Registration takes place the day before the start of regular classes each semester. Freshman seminars begin during the orientation period and are assigned on the basis of a preference questionnaire submitted during the summer.

Students must participate in the one-day registration. Even if their schedules were complete as a result of pre-registration, students must confirm their course selection at registration. Students who must be absent from registration should notify the registrar's office in advance. Otherwise pre-registered courses will be cancelled from their schedule.

All college tuition and fees must be paid prior to the student's registration. A non-refundable deposit of \$300 is due prior to pre-registration each semester and is applied to the next semester's costs.

**Course Load And Credit.** A full-time course load is between three and five and a half courses per semester. A typical schedule is four courses each semester, although students must schedule two semesters of five courses to complete the graduation requirement of 34 courses in eight semesters. Students who desire to carry fewer than three courses must receive permission to be part-time from the registrar. To take more than five and a half courses a student must petition the committee on academic standards through the office of the assistant dean of the college.

Each course, unless otherwise noted in the course description, is equivalent to four

semester hours. Credit for courses is based on the assumption that at least three hours of study accompany each period of recitation or lecture. Half courses exist in only a few departments and may meet either for only half the semester or on a half-time basis for the entire semester. Physical education courses and some military science courses carry no academic course credit.

**Changes In Course Schedules.** Students may make changes in their course registration during the three weeks following registration. No change in registration is official until an add/drop form signed by the student's adviser and the instructor, when required, is filed in the registrar's office. Starting a course after the first full week of classes is usually not advisable. Changes to or from the pass/fail option and in use of audit status require an add/drop form.

**Changes In Course Level.** Certain courses in the languages, sciences, and mathematics are offered at several levels. Students who find themselves enrolled at an inappropriate level in these courses may change levels with the consent of the instructor(s) and the adviser during an additional period of approximately one and a half weeks. (See college calendar for exact date.)

**Auditing Courses.** A student may attend a course without credit by registering to audit the course. The permission of both the instructor and the student's adviser is required. Audit registration occurs during the course-change period. A student who has received credit for a course may retake the same course on an audit basis. Students who are enrolled for three or more courses may audit without an additional fee. The instructor stipulates the requirements of the course for all auditors early in the semester. Courses taken as audits do not appear on a student's transcript unless the instructor authorizes such an entry at the end of the semester.

**Late Changes In Course Schedule.** Add/drop and change-in-level deadlines are significant points in the semester beyond which any change in schedule affects academic performance. For this reason, students who want to change their registration after these deadlines must make their request by petitioning the



Committee on Academic Standards through the assistant dean of the college. A student allowed to withdraw from a course after the add/drop deadline receives a "W" grade on the permanent record. A student may petition the committee on academic standards to drop a course from the record only when, through no fault of the student, no substantial participation in the course has occurred.

**Grading.** Faculty report an evaluation of student performance twice each semester. At mid-semester (roll call), all grades for first semester freshmen and any grades of "C—" or below for all other students are reported. These roll call grades are sent to students, advisers, parents, or guardians and serve as a useful benchmark for progress; however they do not become part of the student's permanent record. At the end of each semester final grades are reported which become part of the student's permanent record. Once a grade has been reported to the registrar's office, it may not be changed unless the change has been requested by the instructor and approved by the dean of the college. Students who think that a final grade may be inaccurate should begin by contacting the professor as soon as possible but in no case later than the end of the semester following the course in question.

Most coursework, independent study, and independent research work are graded on an A through F grading scale incorporating pluses and minuses. A student's cumulative average is based on letter grades received in Dickinson courses and at other colleges in the Central Pennsylvania Consortium (Franklin and Marshall, Gettysburg, and Wilson College). Two other grading options, pass/fail and credit/no credit, exist and are explained below.

A through F grading: All courses are offered for a letter grade unless otherwise listed in the catalogue or in the registration booklet. A student's cumulative average is based on these letter grades which have the following numerical value:

|    |      |
|----|------|
| A  | 4.00 |
| A— | 3.67 |
| B+ | 3.33 |
| B  | 3.00 |
| B— | 2.67 |
| C+ | 2.33 |
| C  | 2.00 |

|    |      |
|----|------|
| C— | 1.67 |
| D+ | 1.33 |
| D  | 1.00 |
| D— | 0.67 |
| F  | 0.00 |

Pass/Fail grading: The pass/fail grading system is an option intended to encourage students to enroll in coursework containing subject matter or approaches unfamiliar to them and for which they do not wish a letter grade evaluation. This option is available on a limited basis to students after the first semester of their freshman year.

Under this system, "pass" is defined as work of a quality earning a grade of at least "C" and "fail" is defined as work of a quality earning a grade of "C—" or below. Taking a course on the pass/fail basis requires approval of the instructor. Some departments may prohibit use of the pass/fail option in specific courses and/or in courses fulfilling major or minor program requirements. Courses taught on the credit/no credit system may not be taken on a pass/fail basis. Students may take no more than one course on a pass/fail basis each semester and no more than a total of seven pass/fail courses among the 34 required for graduation. Changes to or from a pass/fail grading basis after registration must be made within the course-change period.

Credit/No Credit grading: Credit/no credit grading, in contrast to the pass/fail system, is not the student's option. Each semester a few courses are offered on the credit/no credit basis at the request of the instructors and with the approval of the committee on academic standards. All students registering for a course offered for credit/no credit will be evaluated on that basis. Mastery of the course's objectives is considered a satisfactory completion of the course and results in a grade of "credit." Failure in the course results in a grade of "no credit." As with the pass/fail system, neither grade results in a change to the student's cumulative average. The option to enroll in credit/no credit courses is open to all students including first semester freshmen, with no maximum number of credit/no credit enrollments.

Incomplete Grades: A grade of "incomplete" may be reported only in cases in which illness



or other serious emergency has prevented the student from completing the work for the marking period. No incomplete is in effect until a form has been filed with the registrar which states the reasons under which it has been granted, contains an evaluation of the student's work to the date of the incomplete, and is signed by both student and instructor. An incomplete may not be reported because of negligence or procrastination on the part of the student. In addition, this temporary grade may be reported only if the student has done satisfactory work in the completed portion of the course. An incomplete grade must be cleared before the roll call of the following semester unless an exception is granted by the committee on academic standards. In every case, the incomplete must be cleared before the end of the second semester following. If an incomplete has not been cleared within stipulated time limits, the appropriate "grade" indicating a lack of satisfactory completion will be recorded.

Grades In Year Courses: To be admitted to the second semester of a year course (a hyphenated or an asterisk course) the student must have attained a passing grade in the work of the first semester. Students who do not pass 101 Language courses and 113 Music courses will receive failing grades.

Course Failure: A letter grade of "F", a "fail" under the pass/fail system, or a "no credit" under the credit/no credit system are all evaluations expressing failure in a course. The letter grade of "F" results in a reduction of the cumulative average, while "fail" and "no credit" do not change the average. A failed course may be retaken for credit. In the case of letter-graded courses, both the original grade and the new grade are calculated in the average. All failing grades continue to appear on the student's academic record regardless of course repetition.

A final semester senior who does not receive credit for a course only because of a failure in a final examination may apply for one reexamination in each such course, provided the failure is not due to dishonesty. After successful reexamination, a new course grade may be recorded which will be no higher than the minimum passing grade in the applicable grading system. If a reexamination

is allowed it shall be conducted by a committee appointed by the chairman of the department in which the failure occurred and shall be conducted within ten days of the date of the original examination, except when an extension is granted by the committee on academic standards.

**Progress Toward The Degree.** Normally students complete either the B.A. or the B.S. degree programs in four years taking four or five courses per semester. Students are expected to meet all requirements for graduation in effect at the time of their acceptance. *Responsibility rests with the student for the election of such courses as will satisfy the requirements of the college for graduation.* Freshmen become sophomores when eight courses creditable toward graduation are completed. Sophomores achieve junior status after 16 courses and juniors become seniors after 24 courses.

A minimum of 17 courses must be taken on the Dickinson campus. Students must be accepted in a major field of concentration by the time 22 courses have been completed. Six of the last eight or the last four courses in a student's program must be taken on campus in order to fulfill the senior residence requirement. All course work taken at other institutions after admission as a degree candidate must have prior approval from the director of off-campus studies.

**Minimum Standards.** A student who fails to meet the minimum grade point average for his or her class will be required to withdraw unless the committee on academic standards takes action otherwise. Procedures to qualify for readmission are found on page 137. The minimum average for a freshman to be in good academic standing is 1.75 for the academic year. Sophomores must have a minimum of 2.00 for the year or a cumulative average of 2.00 at the end of the sophomore year. Juniors must have a cumulative average of 2.00 at the end of the junior year. A senior to be graduated or to remain in good academic standing must have a minimum of 2.00

**Credit For Course Work At Other Institutions.** Course work submitted by transfer students is evaluated by the registrar after a preliminary and tentative appraisal has been performed



by the admissions counselor. In general, course work taken at accredited colleges or universities which parallels the curriculum at Dickinson is transferable provided grades of "C" (2.00 on a 4.0 scale) or better have been earned. A maximum of 17 courses may be accepted for transfer. Transfer students must then complete the remaining 17 courses toward graduation on campus.

Dickinson students who desire to study away from campus for summer study or during the academic year must obtain prior approval of the program of study from the director of off-campus studies and their academic adviser. In general, the same conditions for acceptance of proposed courses apply as described above for transfer students. Students in good academic standing may receive up to a total of four transfer course credits for summer study at other approved institutions; they may be taken in a combination of one or more summers. Off-campus study during the academic year is normally limited to a maximum of four and a half courses for one semester or nine courses for a full academic year. (See in-absentia under Changes In Student Status.)

In addition, off-campus study in the senior year, if it precludes a student from being on campus for six of the last eight courses or the last four courses preceding graduation, requires special approval from the subcommittee on off-campus study. Special approval is also necessary for participation in more than two semesters of study off campus or for participation in more than one off-campus program.

Final determination of credit and satisfaction of Dickinson distribution and language requirements will be determined by the registrar. However, a standardized language test may be required of students wishing to satisfy the language requirement through course work completed abroad.

### **Changes In Student Status.**

In-Absentia (off-campus study): A student who is given prior approval to study at another institution during the academic year and while enrolled at the college is considered to be in-absentia. Approval for this status can be granted for one semester or one year by the director of off-campus studies. In-absentia students may transfer up to one full year of academic work if prior approval of the pro-

gram has been obtained. Students planning to be in-absentia pre-register for off-campus study but normally do not pay tuition or fees to Dickinson. Upon return on schedule to the college they do not need to apply for formal readmission.

Leave Of Absence: An approved leave of absence for one semester or one year enables a student to maintain enrollment at the college but does not permit any academic work to be taken for subsequent transfer credit. This status may be granted by the office of student services and the office of academic affairs and is subject to renewal. Students who return on schedule do not need to apply for formal readmission.

A voluntary leave of absence may be granted prior to the date of roll call for any given semester. "W" (for withdrawal) grades will be recorded in lieu of a regular grade for all registered courses. A student may be required by the dean of the college to take up to one semester's leave of absence if such action is judged to be in the student's academic interest.

Withdrawal: Withdrawal from the college whether voluntary, required, or administrative discontinues enrollment as a degree candidate. A student who withdraws and later wishes to return must make formal application to the registrar for readmission. If the student's average was below the minimum class standard the application will be considered by the committee on academic standards.

A student may withdraw voluntarily at any time with "W" grades being recorded for all registered courses if the withdrawal is made before the first day of final examinations. If withdrawal is made during the final examination period, regular grades will be recorded.

Students whose academic average falls below the minimum standards for their class are required to withdraw. The Committee on Academic Standards may make exception and allow a student to continue enrollment on academic probation for which special requirements are established. A student may qualify for readmission by attending an accredited institution for one semester (not a summer session) with a full program of study approved in advance by the office of academic affairs and the committee on academic standards, attain a minimum average of 2.25,



and have no grades lower than a "C". Military service or satisfactory employment for at least one year may be substituted for a semester of academic work.

Students who fail to pre-register or register and who do not inform the college of their plans will be administratively withdrawn. Such students may apply for readmission.

**Dismissal:** A student required to withdraw for a second time for academic reasons is dismissed from the college without the privilege of readmission at any time.

### **Information For Students Not Enrolled For A Dickinson Degree**

**Enrollment And Registration.** Students not enrolled for a degree are admitted to the college through either the office of admissions or the office of continuing education, depending on their status. Either office can advise students on the proper procedure to follow. Continuing education students are registered through the director of that program and do not participate in pre-registration or in registration. Non-degree students admitted through the office of admissions are considered special registrants for their first registration and participate in registration. Subsequent semester course scheduling by these students occurs through normal pre-registration and registration procedures. Registration priority after the first semester is determined by the number of courses completed and the equivalent of the work to a degree-student class status.

**General Policies And Academic Standards.** A non-degree student must meet the same minimum standards required of a degree candidate. As with registration priority, the number of courses completed will determine classification and applicable standards.

A non-degree student may be part-time (fewer than three courses) or full-time (between three and five and one-half courses) depending on the circumstances of admission. This status can be changed only by agreement with the office that admitted the student.

Non-degree students who are attending Dickinson while enrolled in another institution must be in good academic standing at their home school and have the recommendation of the appropriate official responsible for

approval of their program. It is the responsibility of such students to obtain all advice necessary regarding their course selections and various grading options from their home institution.

**Conversion To Degree Status.** Non-degree students may apply to the office of admissions for regular admission. If admission to degree status is approved, all coursework completed at Dickinson will be accepted toward the degree provided that the student has more than 12 courses remaining to graduate. At least 12 courses must be taken while enrolled for a degree and with an approved major field of concentration. A minimum of 17 courses must be taken at Dickinson. Previous coursework from other institutions will be evaluated on the same basis as transfer credit. In general, the student must meet all requirements for graduation in effect at the time of acceptance.



# CAMPUS LIFE

## Advising and Counseling

Faculty advisers, professional counselors, and peer counselors provide advising and counseling services through a counseling network. Active referral and cooperation within the network encourages students to seek appropriate guidance and support.

**Individual Advising.** Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements of the College for graduation. Advisers help them to identify appropriate courses, to become aware of the requirements and choices which need to be considered, and to develop their educational goals.

Each new student is assigned to a faculty adviser. During New Student Orientation incoming freshmen and new transfer students meet with their advisers for consultation in planning their academic programs and preparing for registration. The advisers are available throughout the year to help with problems and questions that arise. During the pre-registration periods in November and April, all students must meet with their faculty advisers to discuss plans for the next semester. These periodic sessions provide for regular review of the student's plans and progress.

Freshmen living in the same area of a residence hall are assigned to the same faculty adviser. The faculty adviser and an upperclass student resident adviser, who lives in the freshman residence, work closely as an advising team. The FA/RA team helps freshmen as they become familiar with the requirements and expectations of the College. Both of them are available for assistance and support.

Generally, students continue with the same faculty adviser into the sophomore year and until they decide on a major field of concentration. When the student selects a major, the student is assigned an adviser who is a faculty member teaching in the major department or interdisciplinary program. The

major adviser assists with the planning for the major and the remaining work toward the degree.

**Pre-professional Advising.** Pre-professional advising is available to all students considering careers in such fields as the health professions, the law, business, teaching, journalism, and engineering. During new student orientation week and the early weeks of the fall semester, the faculty members who serve as pre-professional advisers hold introductory meetings for students considering professional careers.

Students are encouraged to attend the pre-professional advising sessions in order to seek the advice of the pre-professional advisers. Prof. Robert Leyon is chairman of the Committee for Health Professions. Students interested in medical careers should contact Professor Leyon for assignment to one of the committee members. Prof. Neil Weissman, pre-law adviser, conducts several open sessions during the year to help students with planning for law school application. He and the other pre-law advisers are available to assist students with program planning and to advise them when they apply to law schools. Prof. John King provides advice to students preparing for business and management careers. The teacher preparation program is supervised by Prof. Gary D'Lamater who works closely with all students seeking teacher certification. Prof. David Spurr, adviser to the campus newspaper, *The Dickinsonian*, is the adviser for pre-journalism students.

The preparation for a professional life begins with the development of intellectual stamina, confidence, and the capacity to enter and complete professional training. No single area of study will fully provide the necessary experience, nor is there one route which suits every student. The requirements of medical schools include specific course work in chemistry, biology, physics, mathematics, and English. The best preparation for law school is to develop analytical and communicative skills; students will need the ability to solve problems, especially intricate problems that invite controversy and require the skillful application of analytical and argumentative skills. While preparation for some professional schools is specifically outlined and for some the student has more



freedom, all professional schools look for evidence of excellence and commitment. Development of strengths and self-knowledge should form the basis of the undergraduate program. The pre-professional advisers consult with students as they determine specific courses which are necessary, make general preparation, plan the application process, and make appropriate application to professional schools.

### **Counseling**

The Counseling Center staff consists of three professional college counselors. They are available to all students to help with a variety of developmental concerns including educational-vocational decisions, psychological problems, and the development of individual goals. They conduct workshops to combat stress, promote general well being, improve study and testing techniques, and to deal with current student concerns in areas of personal adjustment.

The College chaplain provides personal counseling in many different areas of student life. The Office of the Chaplain works in cooperation with the leaders of the religious communities to serve the needs of the students. Also available for counseling are the dean of educational services and the associate deans.

### **Career Planning**

The Counseling Center staff makes a particular effort to initiate career orientation and exploration programs. Freshmen are encouraged to participate in the Career PATH Program, an exercise to uncover special interests and skills and learn about careers which best match those interests. Upperclassmen may also elect to participate. Supplementing the professional counseling staff are career assistants who have been specially trained as peer counselors. They are trained to help students initiate the exploration of career areas. Several of the career assistants serve upperclass students in their respective departments. Others are assigned to the freshman residence units. The career planning library provides students with access to career and placement materials where they may have assistance from the counselors, career assis-

tants, or follow the self-help steps that are posted.

The placement bureau, which is part of the Counseling Center, aids seniors and alumni in solving employment problems and further assists undergraduates in seeking part-time or summer work during their college years. Placement of teachers is coordinated through the department of psychology and education. A placement library is also maintained.

The internship office is adjacent to the career planning library. An important part of the total career counseling program, the internship program combines theory and practice in an important learning experience. The proposal and preparation for an internship involves students and the internship advisers in extensive advising that joins the concerns for academic program and personal development.





# Cultural and Residential Programs

The cultural programs of the College present occasions for the integration of intellectual growth, talent, and social development in a residential context. Campus organizations, student committees, academic departments, and the Division of Educational Services select and sponsor these programs. They are funded from student activity fees, department and program budgets, endowments, and gifts. The lectures, performances, films, exhibits, and sports and recreational activities as well as religious activities demonstrate the values of the liberal arts while furthering educational experience. Active involvement by students in the planning, presentation, and performance of all manner of cultural events extends their personal skills as well as their appreciation of the cultural arts.

## Annual Symposia and Celebrations

**The Joseph Priestley Celebration.** Each spring the occasion of the Priestley Award brings to campus a distinguished scientist to be honored for discoveries which contribute to the welfare of mankind. The award is made in memory of Joseph Priestley, discoverer of oxygen. During the celebration, the College's collection of Priestley apparatus and memorabilia is displayed. The recipient is given an honorarium and a ceramic medallion struck from an original 1775 mold by Josiah Wedgwood which bears a likeness of Priestley derived from a pen and ink drawing by John Flaxman. The president of the College selects the person given the award from a slate of nominees submitted by a commission of earlier Priestley Award recipients and others associated with the award since it was established in 1952. Recipients of the Priestley Award have been the following:

- 1952 Sir Hugh Stott Taylor, for research and teaching in physical chemistry.
- 1953 Paul R. Burkholder, for the discovery of chloromycetin.
- 1954 Karl T. Compton, for peacetime use of atomic energy.
- 1955 Harold C. Urey, for the discovery of deuterium. Nobel Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, for distinguished service to mankind through biochemistry.
- 1957 Edward Teller, for distinguished work in nuclear physics.
- 1958 George Bogdan Kistiakowski, for work in chemical kinetics and thermodynamics.
- 1959 Willard Frank Libby, for distinguished contributions to the development of carbon dating. Nobel Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, for distinguished contributions through nuclear chemistry. Nobel Laureate in Chemistry 1951.
- 1961 Maurice Ewing, for distinguished contributions in the fields of oceanography, climatology, and geothermal measurements.
- 1962 Robert W. Woodward, for the synthesis of organic molecules. Nobel Laureate in Chemistry 1965.
- 1963 Kenneth S. Pitzer, for work in theoretical quantum chemistry.
- 1964 Isador I. Rabi, for work with quantum mechanics and molecular beams. Nobel Laureate in Physics 1944.
- 1965 Joel H. Hildebrand, for research in the fields of solubility and the structure of liquids.
- 1966 Charles H. Townes, for work in microwave spectroscopy and Masers. Nobel Laureate in Physics 1964.
- 1967 George W. Beadle, for work in cytology and genetics. Nobel Laureate in Medicine 1958.
- 1968 Marshall W. Nirenberg, for the discovery of genetic code.
- 1969 Linus C. Pauling, for research on the nature of chemical bonding. Nobel Laureate in Chemistry 1954. Nobel Peace Prize 1962.
- 1970 George Wald, for distinguished contributions to the fields of physiology of vision and biochemical evolution. Nobel Laureate in Medicine 1967.
- 1971 Margaret Mead, for distinguished



- contributions to the field of anthropology.
- 1972 George C. Pimentel, for work in infrared spectroscopy and molecular structure.
- 1973 Philip H. Abelson, for geochemical studies.
- 1974 Henry Eyring, for his contributions to theoretical chemistry, the development of absolute reaction rate theory.
- 1975 Carl Sagan, for his contributions into the exploration of the universe through radioastronomy.
- 1976 John G. Kemeny, for the development of BASIC computer language.
- 1977 W. Frank Blair, for environmental studies and ecology.
- 1978 J. Tuzo Wilson, for distinguished contributions in the development of plate tectonics.
- 1979 Melvin Calvin, for work in the chemistry of photosynthesis.
- 1980 Philip Morrison, for radioastronomy studies.
- 1981 Donald Knuth, for his work on computer programming and the design of computerized typography.

**The Public Affairs Symposium.** The Public Affairs Symposium annually brings to the campus distinguished figures from government, business, and educational fields to participate with members of the College in a discussion of a topic of broad public interest. Each year this topic is selected from among proposals made by students and faculty. The three-day symposium features debates, discussions, films, and other presentations which explore many aspects of the subject of the symposium. In 1981 the issue was "Sex Roles at the Cross Roads" with Dr. Benjamin Spock, Ted Koppel, and M. Tulis Sessions among the many participants presenting aspects of change in the roles of men and women. The topic for 1980, "Our Nuclear World," explored the concerns and prospects for living in the age of nuclear energy.

**The Dickinson College Arts Award.** This award was initiated by the faculty of the College and endowed in 1959 by gifts from members of the board of trustees in honor of William W. Edel, president of the College from 1946 to 1959. The recipient is given a

Wedgwood medallion bearing the likeness of President Edel based upon a sculpture created by Nancy Dryfoos, distinguished American sculptor. The medallion was cast especially for Dickinson College by the Wedgwood Potteries of Baralston, England. In addition to the Wedgwood medallion, the recipient of the award receives an honorarium. The Arts Award is given to an individual who has made an outstanding contribution to the creative or performing arts. The recipient in residence for a three to four-day period of interaction with the College community. Since its establishment, Arts Award recipients have been: Robert Frost, 1958-59, Poetry; Eero Saarinen, 1959-60, Architecture; Judith Anderson, 1960-61, Theatre; Leonard Baskin, 1963-64, Graphic Arts; Walter Piston, 1965-66, Music; W. H. Auden, 1967-68, Poetry; John Cage, 1974-75, Printmaker; Zelta Fichandler, 1976-77; Drama; John Barth, 1979-80, Literature.

**The Black Arts Festival.** The Congress of African Students sponsors an annual Black Arts Festival featuring nationally prominent black artists, educators, and politicians. Typically the festival includes educational and entertaining performances of music, dance, and dramatic presentations as well as in-depth discussion and analysis of current socio/political concerns of the day. Among the participants in the Black Arts Festival have been Ossie Davis, Benjamin Hooks, Maya Angelo, Dr. Richard Goldsby, and Faith Ringgold. Our campus has been greatly enriched by the presence of these outstanding members of the intellectual and artistic world.

#### **Special Lectures and Scholars in Residence**

Each year outstanding scholars from other institutions and distinguished public figures are invited to present lectures on campus. Their lectures provide the opportunity for faculty and students to be in contact with a wide range of research and opinion. The Wednesday Noon Discussion series is a showcase for faculty and student scholarship and achievement; the reading of a senior's research paper "My Mother, Myself: A Study of Sylvia Plath" and a discussion "On Cuban Dissidents" were among the greatly varied topics of the past year. Many departments and college groups sponsor lectures and discussions which



engage small groups of faculty and students in the exploration of topics beyond the classroom. The Chautauqua Series of concerts, lectures, and plays takes place every Wednesday evening during the summer term.

**The Woodrow Wilson Visiting Fellows Program.** The College is a participant, together with 125 other colleges, in the Visiting Fellows Program sponsored by the Woodrow Wilson National Fellowship Foundation. The goal of the program is to increase understanding between colleges and the world of practical affairs. Both in the fall and spring semesters, distinguished representatives of business, public service, journalism, and other professions spend a week on campus in public lectures, classes, and informal discussions with students and professors, exploring such issues as the practical use of a liberal education, public and private morality, the rule of the media in public affairs, and the ability of our economic system to meet society's needs. Mr. and Mrs. Charles Corddy discussed aspects of the national security policy ranging from the United States' involvement with NATO to the effect of the media upon national policy. Dr. and Mrs. Joseph Ling, during their week-long visit, engaged in discussions of the Chinese culture and social systems and the question of industry versus environment.

**The Morgan Lectureship,** endowed by the board of trustees in 1929 in grateful appreciation for the distinguished service of James Henry Morgan of the Class of 1878, professor of Greek, dean, and president of the College, is used by the president of the College "for the procurement of one or more special lectures annually upon such subject or subjects as he may deem wise, . . ." The lectureship has been filled by a scholar-in-residence for a period of three to five days, meeting informally with individuals and class groups and lecturing on a topic with emphasis on the disciplines of social science and humanities. The most recent Morgan Lecturer was philosopher Paul Ricoeur. Over a period of weeks prior to his four-day campus visit, a series of all-College seminars on Ricoeur's thought were held. Because of this advanced preparation, the several meetings with Ricoeur in small and large groups as well as by individuals were unusually exciting for the Dickinson community.

**The Pflaum Lectures in History** are supported by income from a fund contributed by students and friends of the late Prof. John C. Pflaum in appreciation of his effective teaching. The annual lectures bring to campus scholars who, like Professor Pflaum, are particularly successful in oral presentation of historical topics. "Fate, Flux and Good Fellowship; an Early Virginia Design for the Dilemma of American Business" was the Pflaum Lecture presented by Michael Zuckerman in November 1980.

**The Boyd Lee Spahr Lectures in Americana.** This lectureship was established in 1947 in recognition of the importance of Dickinson College and its graduates in the history of American culture and was named in honor of Boyd Lee Spahr, A.M., LL.D., D.C.L., of the Class of 1900, in grateful appreciation of his continuous interest in the Dickinson College library and of his numerous contributions to historical collections. The lecture presented in the spring of 1981 was "Joys and Sufferings of Bibliomania" by Dr. Giles Dawson.

**The Glover Memorial Lectures** are presented in alternate years. This lectureship in science was established in 1958 in memory of John Glover of New Castle-on-Tyne, England, the inventor of the Glover Tower, and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and Mrs. Yeagley of York, Pennsylvania. Arthur Benade presented the most recent Glover Lecture on the topic of Physics and Music.

### **Musical Performances**

Dickinson offers students and members of the community varied opportunities to participate in vocal and instrumental ensembles directed by the faculty. In the field of serious music, students may join the College Choir of 100 voices, the selective Chamber Choir, the Collegium Musicum for Early Music or the 70-member College-Community Orchestra. In the field of popular music, Dickinson offers students the opportunity to participate in at least one musical comedy production each year and to join the Jazz Ensemble, a flourishing organization. The music department offers extensive opportunities to study and perform chamber music in the Woodwind Quintet, Brass Quintet, and Brass and Wood-





wind Ensembles. Many students combine these activities with individual music lessons. On the first Wednesday of each month during the academic year, the music department presents a Noonday Concert in Memorial Hall of Old West drawing upon musicians from all these activities.

### **Dramatic Performances**

The Mermaid Players, a cocurricular organization under faculty direction, offers a season of three major plays, lab shows, and a series of one-act freshmen plays. Two student organizations, Follies and Studio Axx, contribute lively performances of musicals which are student directed and produced. Drama students use these activities to extend their experience in the theatre. Students who are willing to work hard are always welcome to try out for all of these productions and to join production crews. Among the productions of the last season were "Cabaret", "Major Barbara", "Museum" and "Kiss Me Kate".

### **Dance**

Opportunities in dance are available both on campus and at the Central Pennsylvania Youth Ballet (CPYB), an established regional ballet company and school located a mile from campus. Experienced ballet students

may be invited to join CPYB, which presents several full ballet performances each year throughout Pennsylvania and surrounding states. The CPYB and the College cooperate in offering a summer program of ballet instruction for five weeks in June and July.

The Dance Theatre Group is open through audition to everyone in the college community. As members of this organization, students can participate in workshops and master classes given by visiting artists, choreograph their own works, and perform in concerts. Instruction in both modern dance and ballet at beginning and intermediate levels is offered through the physical education program.

The Dickinson College Israeli Dance Troupe is a group of college students who perform in the Carlisle-Harrisburg area. Membership is selective, but anyone who is interested is invited to try out in the fall. Israeli Dance Troupe looks for sincere interest and enthusiasm as well as some dancing ability.

### **Film**

Film organizations on campus bring full length feature films on a weekly schedule throughout the semester. The schedule includes a variety of recent, older, classic, and foreign films. Many of the academic departments lend support to the film program through the co-sponsoring of the presentation



of film masterpieces and lesser known works. The Summer Film Series shows first rate entertainment chosen to delight all members of the summer community.

### **Exhibits**

The fine arts department sponsors temporary art exhibits in the gallery in the Holland Union Building. Receptions for the artists, gallery talks, and workshops complement the exhibits of recent work by the studio faculty, artists in residence, and works from the College's collection. Traditionally the fine arts seminar students produce an exhibit which explores an aspect of art and is accompanied by an explanatory catalogue written by the seminar group. Work with the collection is facilitated by the teaching vault, a seminar room designed to make original work available for study. A large collection of original prints forms a significant portion of the fine arts collection. Permanently on display in Old West is the portrait collection of the College's presidents.

The special collections of the College are maintained in the Mae Morris Room of the Boyd Lee Spahr Library. The historic treasures, books, manuscripts, and special collections are frequently placed on display in the library. Included in the special collections are three portraits by members of the Peale family and the books given to the College by John Dickinson in 1784. Faculty, students, and visiting scholars all use the special collections for original research.

Several departments maintain teaching exhibits which include international posters, photographs and documents, and natural specimens. The physics department offers seasonal presentations of the night skies in the Roscoe O. Bonisteel Planetarium to which both the college and town communities are invited.

### **Religious Life**

From its founding, Dickinson College has subscribed to the belief that the worship of God and the study of religion are integral to liberal education. In response to a heritage that recognizes freedom of worship, no student is ever denied admission to the College because of sect or creed. In addition to its

courses in the department of religion, the College invites student participation in voluntary worship services on campus. A Protestant Christian service is conducted on campus each Sunday morning in Memorial Hall by the chaplain and guest ministers. In addition to this worship opportunity, Jewish services are conducted each Friday evening at 7:15 p.m. and each Saturday morning at 10:30 a.m.; Roman Catholic Mass is celebrated each Sunday at 12 noon; and there are special services for Christian feasts and festivals and for the Jewish High Holy Days. Dickinson College has a nationally recognized Hillel Council. Special meals are served for Jewish students during High Holy Days.

Periodically the chaplain leads students and members of the faculty in weekend retreats away from the immediacy of academic and campus involvements. The retreats are open for participation by any college member without regard to religious affiliation. On campus, various denominational and religious fellowships are coordinated through the office of the chaplain and appropriate student-faculty committees. The chaplain provides personal counseling in many different areas of student life, and coordinates efforts with the campus counseling center.

Off-campus, in addition to community parish relationships, the Big Brother/Big Sister program is administered through the chaplain's office; this program gives students opportunity to befriend and provide counsel to elementary students in the area.

Religious life at Dickinson is three-fold in its conception; it relates the concerns of faith to academic pursuits, to personal counseling and growth, and to worship and service on and off-campus.

### **Recreation and Athletics**

The hallmark of Dickinson's physical activity program is participation. The new five million dollar Kline Life/Sports Learning Center was designed primarily as a recreational facility to encourage students, faculty, and staff to meld the concept of sound body/sound mind into their daily activity. Men and women have available to them an eight-lane, competition-size swimming pool with a separate diving well, racquetball and squash courts, a weight room, an exercise/dance



floor, and a multi-purpose field house with composition court and track. The field house is adaptable to a wide range of simultaneous activity including basketball, track, tennis, badminton, volleyball, and tumbling. A specially designed seminar room enables faculty and students to study in a number of courses the interrelationship of the liberal arts and sport in American society.

The intercollegiate program for men includes football, soccer, cross country, basketball, swimming, baseball, track, tennis, golf, and lacrosse. Dickinson women participate in intercollegiate tennis, basketball, cross country, swimming, field hockey, volleyball, softball, and lacrosse. Dickinson maintains a policy of offering its financial aid resources on a need basis only in strict adherence to guidelines of Division III, National Collegiate Athletic Association.

There is an extensive intramural sports program which includes activities for men, women, and coeducational groups. Competition is offered in basketball, touch football, field hockey, volleyball, softball, bowling, swimming, golf, squash, archery, badminton, tennis, table tennis, lacrosse, pool, skiing, and marksmanship.

The intramural and recreation program also encompasses club activities. Some of the present club sports at Dickinson are boxing, ice hockey, men's volleyball, women's soccer, men's soccer, gymnastics, skiing, equestrian club, and outing club.

## Student Government and Opinion

Dickinson students have responsibility for the management of their own affairs and for participation in the affairs of the College. Self-governance is a characteristic of resident hall life. Each residence hall elects a dorm council and establishes the social rules by which its residents live. Fraternities are responsible to the Inter-Fraternity Council and to the faculty. All campus residences and students living off campus elect representatives to the Student Senate. From the senate, student representatives are elected to the All-College Committees, attend the faculty





meetings, and serve on the college judicial boards. Through the majors committees students participate in the academic departments. Student committees in cooperation with the office of student affairs are largely responsible for planning and presenting social and cultural programs on campus.

Student opinion and expression are served by the campus media; the college newspaper, *The Dickinsonian*, and the college radio station, WDCV-FM (88.3) are supported and managed by students. Programming for the radio is consistent with regulations for non-commercial stations as outlined by the FCC. Other student publications include the *Microcosm*, Dickinson's yearbook; *The Mermaid's Tale*, an information annual for old as well as new students; and *The Belles Lettres Review*, a literary magazine. The Union Philosophical Society, the Debate Council, Progression, the Women's Resource Center, the Nisbet Teas, and the Zatae Longsdorf Group are organizations which provide forums for debate and active involvement in current issues.

## Extracurricular Activities

Dickinson students have varied opportunities to participate in extracurricular activities. As the organizers, officers, chairmen and committee members of clubs, societies, and senate committees, students develop and exercise inter-personal and organizational skills. As members of these organizations and as participants in the events which they present, students find recreation and entertainment. Substantial involvement in one organization may be balanced by the casual enjoyment of the activities of others.

The student senate committees, social organizations, and the Division of Student Services plan events for students of a social, cultural, recreational, and educational nature. The Social Committee presents popular performers in concert several times a semester. The Cultural Affairs Committee brings performing artists to the campus at least ten times during the year in the fields of dance,

theater, and music. Several of these programs have the artists "in residence" conducting workshops and discussions. All of these events are either free to students or available at a nominal charge.

The Committee for Social Activities in cooperation with other groups plan programs for college-wide participation. Many organizations are involved in the annual production of Spring Festival, a weekend of entertainments, fundraisers, and relaxation. Traditionally, Song Fest, October Fest, and the special events of individual organizations have contributed student-planned social events to the College calendar.

Numerous clubs and societies have been formed by students in support of common interests and activities. They sponsor events which are primarily of interest to their own members. In addition, many of them present meetings and events which are open to all interested members of the College. Some of these organizations are language clubs, club sports (equestrian, fencing, ice hockey, gymnastics, soccer, rugby, women's track and field, women's rugby, and boxing), pre-professional societies (pre-law, pre-business, pre-journalism, and pre-health professions) and department clubs. Depending on their membership they may sponsor functions such as seminars, speakers, tournaments, career trips, and picnics.

Bus trips to Washington, D.C., New York City, and Philadelphia are sponsored several times a year. Most of these trips are planned to include museums and performances. They are sponsored by academic programs, student services, and campus organizations.

Occasionally buses are available simply as transportation for anyone wanting to visit the metropolitan areas. Trips are also sponsored to other colleges to attend cultural events, special theme weekends, or popular concerts.

### Societies

The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College on April 13, 1887. Election to membership is the highest academic honor available to a Dickinson student, and only those who rank among the top 10 percent of their class are eligible.



Other honorary societies are as follows: Tau Kappa Alpha, debating and oratory; Pi Delta Epsilon, journalism; Alpha Psi Omega, drama; Pi Gamma Mu, social science; Phi Mu Alpha Sinfonia, music; Delta Phi Alpha, German; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Eta Sigma Phi, classics; Psi Chi, psychology.

Omicron Delta Kappa, established at Dickinson in 1927, is a national leadership society for seniors of outstanding ability. Wheel and Chain is a leadership society for senior women. Raven's Claw is a campus social recognition society.

### **Fraternities and Sororities**

Approximately 50 percent of the Dickinson men belong to ten national fraternities which have chapters at Dickinson: Alpha Chi Rho, Beta Theta Pi, Kappa Sigma, Phi Epsilon Pi, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi. The fraternities occupy residence halls on the campus.

Three national sororities have chapters at Dickinson: Gamma Phi Beta, Pi Beta Phi, and Kappa Kappa Gamma. There is one local sorority, Delta Nu. Sororities independently maintain their meeting rooms in the town of Carlisle. Approximately 45 percent of the Dickinson women are affiliated with sororities.

## **Residential Services**

**Food Service:** The Dining Hall is an important aspect of student life. Residents generally participate in the Board Plan (included in the resident fee) and dine cafeteria style, with a variety of special meals provided at holidays and throughout the year. Faculty often have meals with groups of students; small rooms off the main dining hall are used for luncheon and dinner meetings of clubs, special interest groups, and academic organizations. The food service also operates a snack bar in the Holland Union Building and provides food for parties, concerts, and other events. Persons with special dietary needs can be accommodated.

**The Health Center:** The College maintains a Health Center and Infirmary staffed by physicians retained by the institution and by registered nurses. Carlisle Hospital, the primary health care facility in this area, is in walking distance of the College and is available for emergency treatment and for major illnesses. Students also have access to the services of a consulting gynecologist and a consulting psychiatrist.

Dickinson has arranged for a student health/accident insurance plan that dovetails well with its health care program; normally, students are expected to subscribe. Details of the plan are given to each student prior to registration; a descriptive brochure may be obtained from the office of student services or the business office.

**Residence Halls:** The College has a variety of residences ranging from small houses to "suites" (bedrooms clustered around a living room and bath). The residential nature of the institution is very important; all students are expected to live on campus; a few who are married or commute from local homes are treated as exceptions. Some housing arrangements cater to special interests: a language house, an arts house, and fraternity houses. Each residence hall establishes its own regulations affecting the conduct of residents and guests, including matters such as curfews and quiet hours; these agreements are reviewed and approved by the dean for residential services.

All residences have resident advisers, a sophomore, junior or senior carefully selected to advise new students, and particularly freshmen. The "RA's" play an important role in helping the newcomer acclimate to the institution, and to the demands of college life; they usually live in rooms adjoining those of the students for whom they are responsible.

Freshmen room assignments are the responsibility of the associate dean for residential services; assignments are made on the basis of a questionnaire completed before matriculation. Upperclass students choose rooms in an order determined by lot. In a few instances, permission to live off-campus can be obtained, but requires special authorization from the office of student services.





## The Campus

Since its inception in 1773, Dickinson College has occupied facilities on or near its present site. Its oldest surviving building, West College, was constructed in 1804 to replace an earlier structure destroyed by fire. "Old West" and other early buildings occupy the John Dickinson Campus which is surrounded by a low limestone wall built in 1833 and is noted for its lawn with many old and beautiful trees. In 1963, the Federal Government designated Old West a "National Historic Landmark." As the College has grown, it has created new facilities to the south and west. The Benjamin Rush campus, named for the famous colonial physician who was an active proponent of the College, is to the south and includes several dormitories, open areas for recreation, and the Allison United Methodist Church, used by the College for baccalaureate lectures.

To the west of the John Dickinson campus is the Charles Nisbet campus, named for the College's first president. It includes the Boyd Lee Spahr Library, the Anita Tuvin Schlechter Auditorium, the Holland Union, and several dormitories and fraternity houses.

Farther west are the College's primary athletic facilities, newest and most notable of which is the Kline Sports Center, completed in 1980. The building houses swimming and diving facilities, racquet courts, and a huge field house area which includes a 1/8 mile perimeter track and enough space for four simultaneous basketball, tennis, volleyball or similar court games. It has already been the site of conference championships. The fields close to the center also contain football, tennis and soccer areas, a stadium, and a fieldhouse. For several years, this area has been used as a summer camp of the Washington Redskins.

Simply to note the buildings on the 55 acre campus and to mention Dickinson's 65 acre



recreational area and 3500 acre wildlife sanctuary fails to give a feel for the nature of the campus. Native limestone predominates as a building material, helping link new and old architecture. Trees, lawns, and landscaping set off pleasant areas for outdoor class or quiet conversation.

### College Buildings

West College (1804) originally housed the entire college; now is the main administrative building. In addition to administrative offices it houses the Durbin Oratory (an interfaith chapel), Memorial Hall (where faculty meetings and lectures and concerts take place), and the McCauley Room.

The Boyd Lee Spahr Library (1967). Holdings include 250,000 volumes, 1,200 periodical subscriptions, and 60,000 government documents.

The library is the core of the liberal arts community and is designed to support scholarly research, independent study, and all regular academic programs of the College. Resources include printed materials in every form, recordings, microfilm, photographs and manuscripts.

The library provides seating for 800 readers, including closed carrels for faculty use and honors carrels for assignment to students pursuing independent studies. Open-stack areas are concentrated on the upper and lower levels. Reference and audiovisual areas are located on the main floor. The Alexander A. Sharp Room near the main entrance offers an opportunity for relaxation in an attractive setting. On the upper level, the Alvah A. Wallace Lounge commands a broad view of the *Benjamin Rush Campus* and the May Morris Room houses Dickinson's special collections.

The library is a United States Government Depository, a member of the Union Library Catalogue of Philadelphia Metropolitan Area, and a member of the Area College Library Cooperative Program of Central Pennsylvania.

The Bernard Center for the Humanities (1970) is an extensive restoration of East College, originally constructed in 1836, renamed for B.A. and Rebecca S. Bernard. Departments of English, classical languages, philosophy, and

religion are located here in addition to classrooms, departmental libraries, seminar rooms, and faculty offices.

Althouse Science Hall (1958) is named in honor of C. Scott Althouse and contains the departments of chemistry and geology, a lecture hall, classrooms, teaching laboratories, research laboratories, the chemistry library, the geology museum, the Bonisteel-Yeagley Multiple Telescope Observatory, and faculty offices.

Tome Scientific Building (1883, renovated 1958) contains the department of physics and astronomy and lecture halls, laboratories, the Roscoe O. Bonisteel Planetarium, and research offices.

Dana Biology Building (1966), named in honor of Charles A. Dana, houses the department of biology, lecture halls, laboratories, the departmental library, research offices, and a greenhouse.

Reed Hall (renovated 1958) houses the department of psychology and education as well as classrooms, laboratories, and offices.

Denny Hall (1905, renovated 1965) houses the departments of history, political science, anthropology, sociology, and military science.

South College (1948, renovated 1970) contains the department of mathematical sciences, classrooms, and offices. The College Computer Center, housing a DEC 11-70 and other equipment also is located here.

Bosler Hall (1884, renovated 1969) contains the departments of fine arts, modern languages, and music as well as classrooms, seminar rooms, and offices.

Holland Union Building (1964) is named in honor of Homer C. Holland. The Union houses the College dining room, Mathers Theatre, the snack bar, the social hall, meeting rooms, offices, the radio station, a game room, the college store, the campus publications center, a television lounge, the campus post office, the campus security office, the counseling center, the chaplain's office, and office of student services.

The Health Center is located on the ground floor of Drayer Hall and is a completely equipped dispensary and infirmary.



The Anita Tuvin Schlechter Auditorium (1971) is named in honor of the daughter of Louis A. Tuvin, principal donor. This facility is equipped for three separate performances or as a theater in the round. It contains the latest in audio and lighting features.

The Herman Bosler Biddle Memorial Athletic Field is the location for collegiate athletics. The 12-acre area contains a football field, tartan track, tennis courts, lacrosse field, baseball diamond, permanent stands, press box, field house, and storage facilities.

Kline Life/Sports Learning Center (1980) is named in memory of Josiah W. and Bessie H. Kline and houses the department of physical education. The 86,000 foot facility contains a multi-purpose gymnasium, 25-yard 8-lane swimming pool with separate diving tank, racquetball and squash courts, dance and exercise areas, offices, seminar room, and training room.

The Sports and Recreation Area is 65 acres located two miles east of the campus along Route 11 and contains a natural life study area, golf driving range, and intramural sports area.

#### **Residence Halls (40 or more residents)**

Quadrangle Residence Halls, 1964. Ten residences providing living accommodations for up to 46 students each.

Drayer Hall, 1951. Named in honor of Mr. and Mrs. S. M. Drayer, 149 women.

Adams Hall, 1963. Named in honor of Dr. and Mrs. Rolland L. Adams. 172 men and women.

Morgan Hall, 1955. Named in memory of James Henry Morgan. 195 men and women.

Malcolm Hall, 1966. Named in memory of Gilbert Malcolm. 77 men and women.

Witwer Hall, 1966. Named for the Witwer family. 77 women.

Kisner-Woodward Hall, 1969. Named for Helen Kisner and Hugh B. Woodward. 92 men and women.

McKenney Hall, 1973. Named in honor of the McKenney family. 96 men and women in suites of eight.

#### **Residence Halls (fewer than 40 residents)**

Biddle, 21 men and women;

Mathews, 16 women; Montgomery, 28 men and women; Strayer, 17 men and women; and Todd Hall, 23 men and women.

#### **Auxiliary Facilities**

Florence Jones Reineman Wildlife Sanctuary. Faculty and students at Dickinson College are privileged to enjoy the use of the 3,500-acre wildlife sanctuary for teaching and study. The sanctuary is administered by the college.

Since 1957, the sanctuary vegetation has been undisturbed. No hunting, trapping, fishing, or recreational uses are permitted. Most of the area is developing into a climax forest of oak, hemlock, maple, and birch. Some 100 acres of fields and old pastures provide habitat variety. The sanctuary is on the migration route of numerous hawks and eagles. During the fall, Waggoner's Gap is a popular site for hawk watchers from throughout the East. With northwest winds, as many as 1,500 hawks can be seen passing along the ridge in a single day. Birds, reptiles, and small animals are abundant, and small herds of deer are found throughout the sanctuary.

## **Social and Residential Regulations**

Students as members of the Dickinson College community are expected to conduct themselves in ways consistent with the health and safety of its members and with the community's pursuit of its educational objectives. All students are expected to be familiar with the contents of the booklet *Student Records, Rights and Responsibilities and Proscriptions on Conduct* distributed annually by the office of educational services. Dickinson subscribes to the principles of the Joint Statement on Rights and Freedoms of Students developed by the National Student Association, the American Association of University Professors,



the National Association of Student Personnel and Administrators, the National Association of Women Deans and Counselors, and the Association of American Colleges. In line with these principles, Dickinson seeks to regulate student conduct only in areas which have persuasive relevance to the College's function as an academic institution.

### **The Academic Violations Hearings Board**

The Academic Violations Hearings Board, composed of faculty and students, hears cases involving allegations that a student has violated a policy which governs the academic program of the College. Such allegations are first heard and may be resolved in conciliation with the assistant dean of the College.

### **The Social Violations Hearings Board**

The Social Violations Hearings Board, composed of members of the faculty, an administrator, and students, hears cases involving allegations of misconduct not involving the academic program. Such allegations are first heard and may be resolved in conciliation with the associate dean of residential services.

### **The Student Grievance Board**

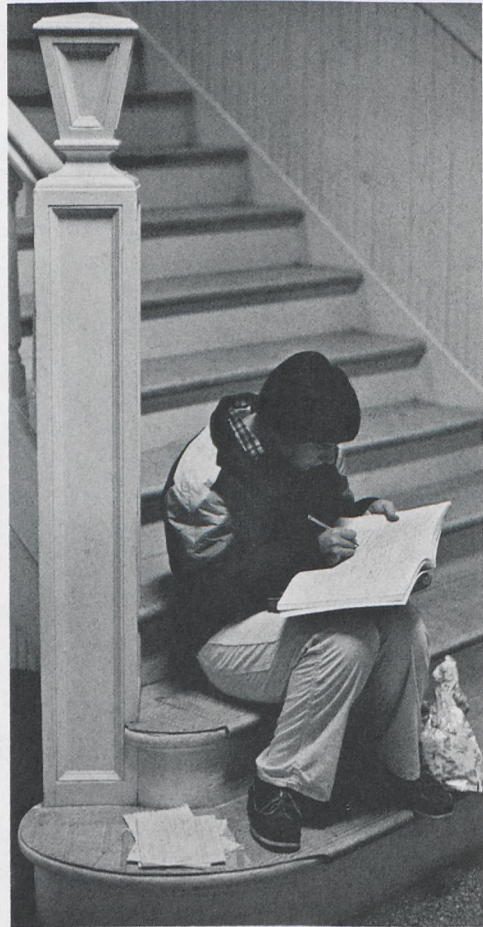
The Student Grievance Board, composed of members of the faculty and students, hears allegations of faculty action which constitute violations of the "Guidelines on Faculty Conduct." Such allegations are first considered in conciliation with the assistant dean of the College.

### **Residential Policies**

Any student who is not officially classified as a commuting or married student is required to reside in College-owned housing and participate in the College board plan. Special authorization to live off-campus must be obtained from the associate dean for residential services. Maintenance of sanitary standards precludes the presence of animals in any college building. Freshmen are not permitted to maintain automobiles or other motor vehicles at the College, in Carlisle, or its

environs. Other students may bring such vehicles to the campus provided they are registered with the security office annually.

Dickinson College does not condone the abuse of alcohol or other drugs and does not accept the use of alcohol or other drugs as an excuse for disruptive behavior. The use of these substances is subject to control by the federal, state, and local laws. Students are advised that the College affords no protection from prosecution when these laws are violated.





# REFERENCES

## Directory 1981-1982

Information concerning faculty members in the section which follows is correct as of February 1, 1981.

### Board of Trustees

The date of first election to the Board of Trustees appears to the left of each Board member's name.

### **Honorary President**

Samuel W. Witwer, Ph.B., J.D., L.H.D., S.J.D., LL.D.

### **Officers**

|                                |                            |
|--------------------------------|----------------------------|
| William S. Masland, A.B.       | <i>President</i>           |
| Bruce R. Rehr, A.B.            | <i>Vice President</i>      |
| Robert A. Waidner, A.B., LL.B. | <i>Secretary</i>           |
| James M. Nicholson, B.A.       | <i>Treasurer</i>           |
| M. Charles Seller, A.B., M.A.  | <i>Assistant Secretary</i> |
| Robert W. Belyea, B.A.         | <i>Assistant Treasurer</i> |

### **Members ex officio**

Sam A. Banks, A.B., M.Div., Ph.D., Litt.D.  
*President of the College*  
John V. Thornton, B.S., LL.B., LL.D.  
*Chairman of the Board of  
Advisors of the College*  
*Senior Executive Vice President-Finance  
Consolidated Edison Co. of New York, Inc.*

### **Life Members**

1961 Sherwood M. Bonney, '31, A.B., LL.B.,  
Retired Executive, Johnson and Higgins,  
New York City; Phoenix, Ariz.  
1952 Carl C. Chambers, '29, B.Sc., Sc.D.,  
D.Sc., Retired Professor, University of  
Pennsylvania; Estero, Fla.

\*Alumni Trustee

\*\*Died March 6, 1981

- 1965 Carl P. Clare, B.Sc., D.Sc., President  
and Chairman of the Board, C.P. Clare  
& Co., Chicago.
- 1945 Sidney D. Kline, '24, A.B., A.M., J.D.,  
LL.D., Chairman of the Board, Ameri-  
can Bank & Trust Co., Reading
- 1958 Edward G. Latch, '21, A.B., B.D., A.M.,  
D.D., L.H.D., Retired Chaplain, U.S.  
House of Representatives, Gaithers-  
burg, Md.
- 1953 \*\*Henry Logan, '10, A.B., A.M., LL.B.,  
L.H.D., Retired Partner, Wrenn &  
Schmid, Brooklyn; Ormond Beach, Fla.
- 1967 John Wesley Lord, '27, A.B., B.D.,  
D.D., LL.D., S.T.D., H.H.D., Retired  
Bishop of the United Methodist Church;  
Lakeland, Fla.
- 1959 John B. Peters, '22, Ph.B., Retired  
President, Peters Orchards; Gardners,  
Pa.
- 1948 Samuel W. Witwer, '30, Ph.B., J.D.,  
L.H.D., S.J.D., LL.D., Partner, Witwer,  
Moran, Burlage & Atkinson, Chicago.
- 1952 Robert E. Woodside, '26, A.B., J.D.,  
LL.D., Former Judge; Partner, Shearer,  
Mette & Woodside, Harrisburg

### **Term Expires 1981**

- 1979 Sidney D. Kline, Jr., '54, A.B., LL.B.,  
Attorney, Stevens & Lee, Reading
- 1974 William S. Masland, A.B., President,  
C.H. Masland & Sons, Carlisle
- 1977 Edmund D. Pellegrino, B.S., M.D.,  
L.H.D., D.Sc., M.A., President, Catholic  
University of America, Washington,  
D.C.
- 1969 E. Donald Shapiro, '53, A.B., LL.B.,  
Dean, New York Law School, New  
York City
- 1977 \*Mary Stuart Gadd Specht, '57, B.S.,  
Carlisle
- 1975 Jack M. Stover, '70, A.B., J.D., Attor-  
ney, Shearer, Mette & Woodside,  
Harrisburg
- 1948 Robert A. Waidner, '32, A.B., LL.B.,  
President, Pyro Technics Standard  
Railway Fusee Corp., Baltimore.
- 1976 Samuel W. Witwer, Jr., '63, A.B., LL.B.,  
Attorney, Witwer, Moran, Burlage &  
Atkinson, Chicago.
- 1966 Harry C. Zug, '34, A.B., M.B.A., Retired  
Partner, Coopers & Lybrand; Haver-  
ford, Pa.



**Term Expires 1982**

- 1978 \*John J. Curley, '60, A.B., M.S., President and Publisher, The News-Journal Co., Wilmington, Del.
- 1958 William S. Jenkins, '31, Ph.B., LL.B., Chairman of the Board, First National Bank & Trust Co. of Western Maryland, Cumberland, Md.
- 1966 C. Law McCabe, '43, B.S., M.S., D.Sc., Sc.D., Vice President, Cabot Corp. Kokomo, Ind.
- 1954 W. Gibbs McKenney, '39, Ph.B., J.D., LL.D., Partner, McKenney, Thomsen & Burke, Baltimore.
- 1978 G. Wesley Pedlow, Jr., '34, B.S., M.S., Ph.D., Retired President, Trylon Chemicals, Inc., Lock Haven, Pa.
- 1965 James R. Shepley, '39, Litt.D., President, Time, Inc., New York City
- 1962 Boyd L. Spahr, Jr., '32, A.B., LL.B., Partner, Ballard, Spahr, Andrews & Ingersoll, Philadelphia
- 1975 F. Thomas Trotter, B.A., D.D., S.T.B., Ph.D., General Secretary, Board of Higher Education & Ministry, United Methodist Church, Nashville, Tenn.
- 1971 Emil R. Weiss, '53, A.B., M.B.A., Senior Research Analyst and Investment Manager, Neuberger & Berman, New York City

**Term Expires 1983**

- 1967 Robert W. Chilton, '38, A.B., Vice President, Cutler-Federal, Inc., Carlisle
- 1959 John Milton Davidson, '33, A.B., Ed.M., Sales and Management Consultant, O'Haret Co. and C.D. Stewart Associates, Wayne, Pa.
- 1979 \*Benjamin D. James, '34, A.B., M.A., Ph.D., LL.D., Retired Professor and Dean of Students, Dickinson College, Carlisle
- 1980 Nancy Bruce Podbielniak, Rancho Santa Fe, Calif.
- 1958 Edward C. Raffensperger, '36, Sc.B., M.D., Professor of Medicine, University of Pennsylvania, Philadelphia
- 1965 Mary Ames Raffensperger, B.A., M.D., Sc.D., Physician, Children's Hospital of Philadelphia, Philadelphia
- 1975 Bruce R. Rehr, '50, A.B., President,

\*Alumni Trustee

Penn Square Management Corp., Reading

- 1974 Daniel J. Terra, B.S., Chairman, Lawter Chemicals, Inc., Northbrook, Ill.
- 1974 John B. Warman, A.B., B.D., Ed.M., D.D., L.H.D., Bishop, Central Pennsylvania Conference, United Methodist Church, Harrisburg
- 1976 Thomas V. Zug, '33, Ph.B., LL.B., Retired Vice President for Trust Administration, Provident National Bank, Philadelphia; Haverford, Pa.

**Term Expires 1984**

- 1979 Henry D. Clarke, Jr., '55, President, Clabir Corp., Greenwich, Conn.
- 1980 \*Andrew C. Hecker, Jr., '65, A.B., J.D., Partner, Hecker, Maginnis, Rainer and Brown, Philadelphia
- 1980 John D. Hopper, '48, A.B., LL.B., J.D., Pennsylvania State Senator, Harrisburg
- 1972 George L. Morrison, Jr., B.E., M.S., Chairman of the Board, Commonwealth National Bank, Harrisburg
- 1980 Wilbur M. Rabinowitz, '40, Ph.B., J.D., President, J. Rabinowitz & Sons, Inc., Brooklyn, N.Y.
- 1971 Alexander Rush, B.S., M.D., Physician, Pennsylvania Hospital, Philadelphia
- 1964 J. William Stuart, '32, A.B., Retired Chairman of the Executive Committee, Pfizer, Inc.; Lumberville, Pa.
- 1976 William J. Taylor, '49, A.B., J.D., President and Chief Executive Officer, Illinois Central Gulf Railroad, Chicago.
- 1975 William S. Thomas, '35, A.B., F.S.A., Consulting Actuary, Milliman & Robertson, Inc., New York City

**Faculty**

The date of first appointment to the College appears in parentheses at the end of each individual's title(s).

**Sam A. Banks**

*The President of the College, Lemuel T. Appold Foundation (1975).*

A.B., Duke University, 1949; M.Div., Emory University, 1952; Ph.D., University of Chicago, 1971; Litt.D., College of Charleston, 1976.

**George Allan**

*Dean of the College, Russell I. Thompson*



*Chair of the Dean of the College, Professor of Philosophy (1963).*

B.A., Grinnell College, 1957; M.Div., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching, 1968-69.*

### Faculty Emeriti

Faculty emeriti are listed according to the highest rank an individual achieved prior to his or her retirement, and then according to the year he or she achieved that rank. When more than one emeritus professor have the same rank at the time of retirement, and achieved that rank on the same date, they are listed according to the year each achieved his or her preceding rank. Faculty emeriti constitute an advisory panel to the president of the College.

#### William W. Edel

*The President of the College, Emeritus (1946).*  
A.B., Dickinson College, 1915; A.M., 1919; D.D., 1935; S.T.B., Boston University, 1921; L.H.D., Keuka College, 1944; D.D., Hobart College, 1944; LL.D., Gettysburg College, 1949; LL.D., University of Pennsylvania, 1949; D.Hu., Boston University, 1950; J.U.D., Lebanon Valley College, 1956; F.I.A.L., 1959.

#### Howard L. Rubendall

*The President of the College, Emeritus (1961).*  
A.B., Dickinson College, 1931; D.D., 1945; M.Div., Union Theological Seminary, 1937; L.H.D., Trinity College, 1957; LL.D., University of Pennsylvania, 1966; LL.D., Dickinson School of Law, 1966.

#### George Shuman, Jr.

*Vice President Emeritus (1935).*  
Ph.B., Dickinson College, 1937; LL.D., Lycoming College, 1958.

#### Wellington A. Parlin

*Professor Emeritus of Physics (1930).*  
A.B., Simpson College, 1921; M.S., University of Iowa, 1922; Ph.D., Johns Hopkins University, 1929.

#### Horace E. Rogers

*Alfred Victor duPont Professor Emeritus of Analytical Chemistry (1925).*  
B.S., Dickinson College, 1924; M.S., Lafayette

\*Died February 4, 1981

\*\*Died December 7, 1980

College, 1925; Ph.D., Princeton University, 1930. *Lindback Award for Distinguished Teaching, 1962-63.*

#### Frank Ayres, Jr.

*Susan Powers Hoffman Professor Emeritus of Mathematics (1928).*  
B.S., Washington College, 1921; M.S. University of Chicago, 1927; Ph.D., 1938.

#### William D. Gould

*George Henry and Bertha Curry Ketterer Professor Emeritus of Philosophy and Religion (1937).*  
A.B., Wesleyan University, 1919; B.D., Garrett Biblical Institute, 1922; Ph.D., Boston University, 1929.

#### Elmer C. Herber

*Professor Emeritus of Biology (1929).*  
A.B., Ursinus College, 1925; A.M., University of Pennsylvania, 1929; Sc.D., Johns Hopkins University, 1941.

#### Mary B. Taintor\*

*Professor Emerita of Romance Languages (1928).*  
A.B., Ripon College, 1911; A.M., Leland Stanford Jr. University, 1918.

#### Friedrich Sandels

*Professor Emeritus of German (1946).*  
Ph.D., University of Giessen, Germany, 1912.

#### Ralph Schecter\*\*

*Thomas Beaver Professor Emeritus of English Literature (1922).*  
A.B., University of Illinois, 1916; *Lindback Award for Distinguished Teaching, 1960-61.*

#### Benjamin D. James

*Richard V. C. Watkins Professor Emeritus of Psychology and Education (1941).*  
A.B., Dickinson College, 1934; M.A., Bucknell University, 1936; Ph.D., University of Pennsylvania, 1962; LL.D., Dickinson School of Law, 1976.

#### Arthur M. Prinz

*Professor Emeritus of Economics (1948).*  
Ph.D., University of Berlin, 1923; *Lindback Award for Distinguished Teaching, 1965-66.*

#### Milton E. Flower

*Robert Blaine Weaver Professor Emeritus of Political Science (1947).*  
A.B., Dickinson College, 1931; A.M., Columbia University, 1938; Ph.D., 1946.



**Henry L. Yeagley**

*The Joseph Priestley Professor Emeritus of Natural Philosophy, Professor Emeritus of Physics and Astronomy (1958). B.S., Pennsylvania State University, 1925; M.S., 1927; Ph.D., 1934.*

**Joseph H. Schiffman**

*James Hope Caldwell Professor Emeritus of American Studies and Professor Emeritus of English (1958).*

B.A., Long Island University, 1937; M.A., Columbia University, 1947; Ph.D., New York University, 1951. *Lindback Award for Distinguished Teaching, 1961-62.*

**Amos B. Horlacher\*\*\***

*Professor Emeritus of English (1947).*

A.B. Wesleyan University, 1926; D.D., 1943; S.T.B., Union Theological Seminary, 1929; M.A., Columbia University, 1952; Ed.D., 1957, *Lindback Award for Distinguished Teaching, 1960-61.*

**William R. Bowden**

*Thomas Beaver Professor Emeritus of English Literature (1948).*

A.B., Haverford College, 1935; A.M., Duke University, 1937; Ph.D., Yale University, 1948. *Lindback Award for Distinguished Teaching, 1974-75.*

**Caroline H. Kennedy**

*Professor Emerita of Modern Languages (1948).*

A.B., Birmingham-Southern College, 1926; M.A., Alabama University, 1930; Docteur D'Université, Université Laval, 1942.

**W. Wright Kirk**

*Professor Emeritus of Modern Languages (1946).*

A.B., University of Delaware, 1930; M.A., Middlebury College, 1935; Ph.D., University of Illinois, 1955.

**Francis W. Warlow**

*Professor Emeritus of English (1947).*

A.B., Johns Hopkins University, 1931; M.A., University of Pennsylvania, 1946; Ph.D., 1959.

**Roger E. Nelson**

*Professor Emeritus of Mathematics (1949).*

B.S., U.S. Naval Academy, 1922; M.A., Dartmouth College, 1946.

**Ray H. Crist**

*Professor Emeritus of Chemistry (1963).*

A.B., Dickinson College, 1920; Sc.D., 1960; A.M., Columbia University, 1922; Ph.D., 1926.

**Richard M. Sia**

*Professor Emeritus of Physics (1954).*

B.S., Northwestern University, 1928; M.S., University of Chicago, 1932.

**Henry J. Young**

*Charles A. Dana Professor Emeritus of History (1957).*

A.B., Franklin and Marshall College, 1932; Ph.D., Johns Hopkins University, 1955.

**William H. Benson**

*Associate Professor Emeritus of Mathematics (1955).*

B.S., U.S. Naval Academy, 1925; Graduate, U.S. Navy Post-Graduate School, 1934.

**Asa W. Climenhaga**

*Associate Professor Emeritus of Education (1950).*

A.B., Taylor University, 1919; M.A., Wittenberg University, 1940; Ed.D., Syracuse University, 1945.

**Herbert Royce**

*Associate Professor Emeritus of Modern Languages (1959).*

Dr. rer. pol., University of Kaliningrad, 1926.

**David B. Eavenson**

*Associate Professor Emeritus of Physical Education (1955).*

B.S., Bucknell University, 1954.

**Cordelia M. Neitz**

*Associate Professor Emerita of Library Resources (1963).*

B.S. in L.S., Syracuse University, 1931; M.S. in Ed., Temple University, 1968.

**Alfred N. Hartshorn**

*Associate Professor Emeritus of English (1958).*

A.B., University of Rochester, 1932; A.M., 1957.

**Dorothy W. Bowers**

*Associate Professor Emerita of Library Resources (1967).*

B.A., Wilson College, 1963; M.S. in L.S., Drexel University, 1967.

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## Academic Disciplines

### Dennis P. Akin

*Professor of Fine Arts, Chairman of the Department of Fine Arts (1969).*

B.F.A., University of Kansas, 1956; M.F.A., University of Colorado, 1958. *Lindback Award for Distinguished Teaching, 1976-77.*

### Philip J. Akre

*Instructor in Political Science (1980).*

B.A., Gannon College, 1968; M.I.A., Columbia University, 1974; M.Phil., 1977.

### George Allan

*Professor of Philosophy, Dean of the College, Russell I. Thompson Chair of the Dean of the College (1963).*

B.A., Grinnell College, 1957; M.Div., Union Theological Seminary, 1960; Ph.D., Yale University, 1963; *Lindback Award for Distinguished Teaching, 1968-69.*

### Christine M. Amoroso

*Part-time Instructor in Dance (1977).*

B.S., Duquesne University, 1969.

### Bruce R. Andrews

*Professor of Political Science (1960).*

A.B., Syracuse University, 1950; Ph.D., 1961.

### Paul F. M. Angiolillo

*Charles A. Dana Professor of Romance Languages and Literatures (1962).*

A.B., Columbia University, 1938; A.M. in French, Columbia University, 1939; Ph.D., 1946; Postdoctoral Studies, University of Geneva, 1946-47; Officier d'Académie, 1956; Officier des Palmes Académiques, 1961. *Lindback Award for Distinguished Teaching, 1964-65. Ganoë Award for Inspirational Teaching, 1974-75.*

### Jo Ann E. Argersinger

*Assistant Professor of History (1978).*

B.A., University of Maryland, 1974; M.A., George Washington University, 1976; Ph.D., 1979.

### Lee W. Baric

*Professor of Mathematics (1964).*

B.S., Dickinson College, 1956; M.S., Lehigh University, 1961; Ph.D., 1966.

### Betty M. Barnes

*Assistant Professor of Environmental Science (1978).*

A.B., Winthrop College, 1950; M.A., Duke University, 1953; Ph.D., Georgetown University, 1977.

### Charles A. Barone

*Assistant Professor of Economics (1975).*

B.A., American University, 1971; Ph.D., 1978.

### Michael Barton

*Part-time Associate Professor of American Studies (1980).*

B.S., University of Nebraska, 1965; M.A., 1967; A.M., University of Pennsylvania, 1970; Ph.D., 1974.

### Nancy H. Baxter

*Assistant Professor of Mathematics (1980).*

B.A., Douglass College, 1968; Ph.D., Rutgers University, 1978.

### Daniel R. Bechtel

*Professor of Religion, Chairman of the Department of Religion (1964).*

A.B., Franklin and Marshall College, 1954; B.D., Yale University, 1958; Ph.D., Drew University, 1964. *Lindback Award for Distinguished Teaching, 1969-70.*

### John E. Benson

*Charles A. Dana Professor of Chemistry (1964).*

B.S., Pennsylvania State University, 1950; M.A., Princeton University, 1953; Ph.D., 1957.

### Paul J. Biebel

*Professor of Biology (1963).*

B.S., University of Notre Dame, 1949; M.S., St. Louis University, 1955; Ph.D., Indiana University, 1963.

### Elizabeth J. Billings

*Part-time Assistant Professor of French (1965).*

A.B., Western Reserve University, 1944; M.A., 1945; M.A., Middlebury College, 1970.

### Marianna Bogojavlensky

*Professor of German and Russian Language and Literature (1963).*

M.A., University of Helsinki, 1939; Ph.D., University of Pennsylvania, 1959. *Lindback Award for Distinguished Teaching, 1972-73. Ganoë Award for Inspirational Teaching, 1977-78.*

### Harry F. Booth

*Charles A. Dana Professor of Religion (1964).*

A.B., Harvard College, 1949; S.T.B., Boston University, 1952; Ph.D., 1963. *Lindback Award*



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**Donald V. Bowie**

*Associate Professor of English (1969).*  
B.A., Tufts University, 1967; M.A., Johns Hopkins University, 1969.

**James A. Boytim**

*Assistant Professor of Psychology and Education (1980).*  
B.S., Indiana University of Pennsylvania, 1959; M.S.Ed., Temple University, 1965; M.Ed., Indiana University of Pennsylvania, 1966; Ed.D., Indiana University at Bloomington, 1971.

**Anita R. Brandon**

*Part-time Instructor in Woodwinds (1976).*  
B.M., Ithaca College, 1968; M.M., University of Arizona, 1972.

**Thomas M. Brennan**

*Assistant Professor of Biology (1978).*  
B.S., University of Illinois, 1965; M.S., Rutgers University, 1975; Ph.D., 1977.

**David F. Brubaker**

*Professor of Drama (1956).*  
A.B., Franklin and Marshall College, 1948. *Lindback Award for Distinguished Teaching, 1967-68.*

**Beth A. Bullard**

*Director of Chamber Music (1968).*  
B.A., Oberlin College, 1960; M.A., Harvard University, 1963.

**Truman C. Bullard**

*Professor of Music, Chairman of the Department of Music, Director of the Chamber Choir, (1965).*  
A.B., Haverford College, 1960; M.A., Harvard University, 1963; Ph.D., University of Rochester, 1971. *Lindback Award for Distinguished Teaching, 1970-71.*

**James W. Carson**

*Associate Professor of History (1956).*  
B.S. in Ed., Miami University, 1948; M.A., 1951.

**Robert W. Cavenagh, Jr.**

*Director of Instructional Media with the rank of Assistant Professor (1972).*  
A.B., Princeton University, 1965; M.Ed., University of Virginia, 1970.

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*Assistant Professor of Psychology (1979).*  
B.A., Temple University, 1974; Ph.D., 1979.

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B.A., University of Iowa, 1971; M.S., 1976; Ph.D., 1978.

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B.A., Cornell College, 1947; M.A., Columbia University, 1949.

**Olga F. Villares de Connor**

*Assistant Professor of Spanish (1978).*  
M.A., University of Pennsylvania, 1966; Ph.D., 1980.

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*Professor of Psychology (1960).*  
B.S., University of Pittsburgh, 1953; M.A., University of Denver, 1957; Ph.D., 1960.

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*Associate Professor of English, Chairwoman of the Department of English (1970).*  
B.A., Muskingum College, 1952; M.A., University of Pennsylvania, 1956; Ph.D., Columbia University, 1967.

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Licence-ès-Lettres, Université of Montpellier, 1967; Maitrise d' Italien, 1968; Doctorat de Troisième Cycle, 1978.

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*Instructor in Military Science (1980).*  
B.S., Pennsylvania State University, 1970; M.A., Webster College, 1979; Captain, Infantry, U.S. Army.

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B.A., College of William and Mary, 1973; M.F.A., University of Minnesota, 1978.

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*Assistant Professor of Education (1977).*  
B.A., University of New Mexico, 1969; M.A., 1972; Ph.D., Arizona State University, 1975.

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*Associate Professor of Philosophy, Chairman of the Department of Philosophy (1970).*



B.A., Aquinas Institute, 1955; M.A., 1956; Ph.D., Northwestern University, 1978.

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B.A., Messiah College, 1972; M.M., Temple University, 1974.

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*Associate Professor of Psychology (1973).*  
B.S., Montana State University, 1968; M.A., University of Colorado, 1972; Ph.D., 1973.

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*Assistant Professor of Biology (1980).*  
B.S., North Carolina State University, 1964, M.S., 1966; Ph.D., University of Washington, 1975.

**Massud Farzan**

*Visiting Associate Professor of English (1980).*  
Licentiate, University of Tabriz, 1958; M.A., University of Michigan, 1961; Ph.D., 1964.

**Susan M. Feldman**

*Assistant Professor of Philosophy (1980).*  
B.A., Case Western Reserve University, 1974; M.A., 1976; M.A., University of Rochester, 1978; Ph.D., 1980.

**Douglas P. Fenner**

*Assistant Professor of Psychology (1977).*  
B.A., Reed College, 1971; Ph.D., University of Pennsylvania, 1976.

**R. Leon Fitts**

*Associate Professor of Classical Studies, Chairman of the Department of Classical Studies (1972).*  
B.A., Baylor University, 1963; M.A., University of Georgia, 1967; Ph.D., Ohio State University, 1971. *Ganoe Award for Inspirational Teaching, 1976-77.*

**Marjorie A. Fitzpatrick**

*Part-time Associate Professor of French, Administrative Coordinator for Internships (1975; 1980).*  
B.A., College of Our Lady of the Elms, 1957; M.A., Smith College, 1959; Ph.D., University of Toronto, 1968.

**Donald W. Flaherty\***

*Professor of Political Science (1952).*  
A.B., Syracuse University, 1943; Ph.D., 1954;

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*Lindback Award for Distinguished Teaching, 1977-78.*

**Arturo A. Fox**

*Professor of Spanish (1966).*  
Bachelor of Letters and Sciences, The Friends School, Instituto Pre-universitario de Holguin (Cuba), 1952; Doctor en Derecho, University of Havana, 1960; Ph.D., University of Minnesota, 1971.

**Josephine B. Freund**

*Part-time Instructor in Organ (1978).*  
B.Mus., Peabody Conservatory of Music, 1951; M.Mus., 1953.

**George Friedman**

*Associate Professor of Political Science (1974).*  
B.A., City College of the City University of New York, 1970; M.A., Cornell University, 1973; Ph.D., 1976.

**Clarke W. Garrett**

*Professor of History (1965).*  
B.A., Carleton College, 1956; M.S., University of Wisconsin, 1957; Ph.D., 1961.

**Warren J. Gates**

*Robert Coleman Professor of History (1951).*  
A.B., Duke University, 1941; A.M., University of Pennsylvania, 1947; Ph.D., 1951.

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*Instructor in Military Science (1978).*  
B.A., University of Nebraska, 1971; M.S., Fitchburg State College, 1976; Major, Military Intelligence, U.S. Army.

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*Instructor in Geology (1980).*  
B.S., Dickinson College, 1977; M.S., University of Montana, 1979.

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*Visiting Associate Professor of Philosophy (1980).*  
B.A., Swarthmore College, 1964; M.A., Balliol College, Oxford, 1966; Ph.D., University of Michigan, 1972.

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*Associate Professor of Geology (1966).*  
B.S., University of Alaska, 1960; M.S., Pennsylvania State University, 1965; Ph.D., 1968.

**Robert J. Harman**

*Professor of Military Science (1980).*  
B.B.A., Hofstra University, 1964; M.S., Troy



State University, 1980; Lieutenant Colonel, Infantry, U.S. Army.

**William A. Harms**

*Associate Professor of English (1968).*  
B.A., Hope College, 1961; M.A., Michigan State University, 1963; Ph.D., Indiana University, 1971.

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*Associate Professor of Psychology (1960).*  
B.S., Pennsylvania State University, 1953; M.S., 1955; Ph.D., 1957.

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*Associate Professor of Mathematics (1972).*  
A.B., Harvard University, 1961; Ph.D., Stanford University, 1965.

**Olga P. Hasty**

*Assistant Professor of Russian (1980).*  
B.A., Vassar College, 1973; M.A., Brown University, 1974; Ph.D., Yale University, 1980.

**John S. Henderson**

*Associate Professor of French, Director of Off-Campus Studies (1966).*  
A.B., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966.

**Eugene W. Hickok, Jr.**

*Instructor in Political Science (1980).*  
B.A., Hampden-Sydney College, 1972; M.A., University of Virginia, 1978.

**Sharon L. Hirsh\***

*Associate Professor of Fine Arts (1974).*  
B.A., Rosemont College, 1970; M.A., University of Pittsburgh, 1971; Ph.D., 1974.

**A. Craig Houston**

*Professor of Economics, Chairman of the Department of Economics, Marshal of the College (1956).*  
A.B., Pennsylvania State University, 1951; Graduate School for English Speaking Students, University of Stockholm, 1952; Ph.D., Pennsylvania State University, 1962.

**W. Jeffrey Hurst**

*Part-time Instructor in Chemistry (1978).*  
B.A., Ohio University, 1969; M.S., Youngstown State University, 1975.

**Marvin Israel**

*Associate Professor of Sociology (1968).*  
B.A., City College of New York, 1959.

\*On leave 1980-81.

**Charles A. Jarvis**

*Associate Professor of History (1969).*  
B.A., DePauw University, 1963; M.A., University of Missouri, 1964; Ph.D., 1969.

**Grace L. Jarvis**

*Part-time Instructor in Spanish and Italian (1972).*  
B.A., DePauw University, 1966; M.A., University of Missouri, 1969.

**William B. Jeffries\***

*Professor of Biology (1959).*  
B.S., University of Pittsburgh, 1949; M.A., University of North Carolina, 1952; Ph.D., 1955. *Lindback Award for Distinguished Teaching, 1964-65. Ganoë Award for Inspirational Teaching, 1975-76.*

**Ashok K. Kapoor**

*Assistant Professor of Economics (1976).*  
B.A., University of Delhi, India, 1965; M.A., 1967; M.A., University of Minnesota, 1974; M.B.A., 1974.

**Julius S. Kassovic**

*Instructor in Anthropology (1979).*  
B.A., University of California at Berkeley, 1971; M.A., 1977.

**Melissa B. Kassovic**

*Instructor in Anthropology (1978).*  
B.A., University of California at Berkeley, 1970; M.A., 1975.

**Vytautas M. Kavolis**

*Charles A. Dana Professor of Comparative Civilizations and Professor of Sociology, Chairman of the Department of Sociology (1964).*  
B.A., University of Wisconsin, 1952; M.A., Harvard University, 1956; Ph.D., 1960.

**Josef M. Kellinger**

*Professor of German (1979).*  
A.B., Capital University, 1941; M.A., Ohio State University, 1942; Ph.D., Syracuse University, 1952.

**John L. King**

*Associate Professor of Accounting (1959).*  
B.A., Princeton University, 1948; M.A., University of Denver, 1950. *Ganoë Award for Inspirational Teaching, 1971-72.*

**Michael B. Kline**

*Associate Professor of French (1968).*



B.A., Rutgers University, 1961; M.A., Brown University, 1962; Ph.D., 1971. *Lindback Award for Distinguished Teaching*, 1979-80.

**Rebecca R. Kline**

*Part-time Instructor in French (1977).*

B.A., Dickinson College, 1973; M.A., New York University, 1975.

**Allen Krantz**

*Part-time Instructor in Guitar and Lute (1976).*

B.M., San Francisco Conservatory of Music, 1974; M.A., Stanford University, 1976.

**David L. Kranz**

*Assistant Professor of English (1979).*

B.A., Princeton University, 1964; M.A., University of California at Berkeley, 1971; Ph.D., 1977.

**Harry D. Krebs**

*Associate Professor of Comparative Civilizations (1972).*

B.A., University of Nebraska, 1963; M.A., Temple University, 1974; Ph.D., 1978.

**Vincent A. LaFrance**

*Instructor in Economics (1980).*

B.S., University of Delaware, 1972.

**Richard M. Lane\***

*Associate Professor of Biology (1967).*

B.S., Loyola College, 1959; M.S., University of Maryland, 1963; Ph.D., 1969.

**Paul D. Langer**

*Assistant Professor of Biology (1980).*

B.S., Fort Lewis College, 1967; M.S., University of New Hampshire, 1968; Ph.D., 1978.

**Kenneth L. Laws**

*Professor of Physics, Chairman of the Department of Physics and Astronomy (1962).*

B.S., California Institute of Technology, 1956; M.S., University of Pennsylvania, 1958; Ph.D., Bryn Mawr College, 1962.

**Priscilla W. Laws\***

*Professor of Physics (1965).*

B.A., Reed College, 1961; M.A., Bryn Mawr College, 1963; Ph.D., 1966.

**L. Carl Leinbach**

*Part-time Associate Professor of Mathematics (1977; 1981).*

\*On leave 1980-81.

\*\*On leave Second Semester 1980-81.

A.B., Lafayette College, 1962; M.A., University of Delaware, 1964; Ph.D., University of Oregon, 1967.

**Richard P. Lewis**

*Part-time Instructor in Speech (1981).*

B.A., Bates College, 1980.

**Robert E. Leyon**

*Associate Professor of Chemistry, Chairman of the Department of Chemistry, Mace Bearer (1969).*

B.A., Williams College, 1958; M.A., Princeton University, 1960; Ph.D., 1962.

**John H. Light\*\***

*Professor of Mathematics (1959).*

B.S., Lebanon Valley College, 1948; M.S. in Physics, Pennsylvania State University, 1950; M.S. in Engr. Mech., 1957.

**Philip N. Lockhart**

*Professor of Classical Languages, Asbury J. Clarke Chair of Latin, Parliamentarian of the Faculty (1963).*

B.A., University of Pennsylvania, 1950; M.A., University of North Carolina, 1951; Ph.D., Yale University, 1959. *Canoe Award for Inspirational Teaching 1968-69; 1972-73.*

**Howard C. Long**

*Professor of Physics, Joseph Priestley Chair of Natural Philosophy (1959).*

A.B., Northwestern University, 1941; Ph.D., Ohio State University, 1948. *Lindback Award for Distinguished Teaching, 1975-76.*

**Donald L. Losman**

*Part-time Professor of Economics (1979).*

B.S., University of Florida, 1963; M.A., 1964; Ph.D., 1969.

**Barry A. Love**

*Assistant Professor of Economics (1978).*

B.A., Rutgers University, 1966; M.R.P., University of North Carolina, 1968; Ph.D., University of Virginia, 1978.

**John W. Luetzelschwab**

*Associate Professor of Physics (1968).*

A.B., Earlham College, 1962; M.A., Washington University, 1968; Ph.D., 1968.

**Lonna M. Malmshemer\***

*Associate Professor of American Studies (1975).*

B.A., Pennsylvania State University, 1962; M.A., 1965; Ph.D., University of Minnesota, 1973.



**Victor J. Marma**

*Assistant Professor of Mathematics (1977).*  
B.E.E., Rensselaer Polytechnic Institute, 1957;  
M.A., 1958; M.S., Harvard University, 1962;  
Ph.D., 1967.

**Peter E. Martin**

*Professor of Mathematics, Chairman of the Department of Mathematical Sciences (1965).*  
B.A., Yale University, 1950; M.A., Harvard University, 1951; Ph.D., 1958; Diploma in Comp. Sci., University of Cambridge, 1979.

**Samuel R. Martin**

*Part-time Instructor in Brass Instruments (1978).*  
B.M., Shenandoah College and Conservatory of Music, 1975; M.M., Northwestern University, 1977.

**Enrique J. Martinez-Vidal**

*Professor of Romance Languages, Chairman of the Department of Spanish and Italian (1965).*  
M.A., Temple University, 1960; Ph.D., University of Pennsylvania, 1970.

**Ann H. Mathews**

*Part-time Instructor in Voice (1970).*  
B.Mus., Peabody Conservatory of Music, 1969;  
M.Mus., 1971.

**Barbara B. McDonald**

*Professor of Biology (1956).*  
B.S., Simmons College, 1948; M.A., Columbia University, 1955; Ph.D., 1957.

**Daniel J. McDonald**

*Professor of Biology, Chairman of the Department of Biology (1956).*  
B.S., Siena College, 1950; M.A., Columbia University, 1952; Ph.D., 1955.

**Gary L. McDowell**

*Assistant Professor of Political Science (1979).*  
B.A., University of South Florida, 1972; M.A., Memphis State University, 1974; M.A., University of Chicago, 1978; Ph.D., University of Virginia, 1980.

**Robert C. McKeever**

*Instructor in Military Science (1980).*  
B.S., Indiana University, 1972; M.S., Shippensburg State College, 1979; Captain, Engineering, U.S. Army.

**Nancy C. Mellerski**

*Assistant Professor of French, Chairwoman of*

*the Department of French and Italian (1977).*  
B.A., State University of New York at Binghamton, 1966; M.A., University of Toronto, 1968; Ph.D., University of Chicago, 1980.

**Sing-Huen P. Morgan**

*Part-time Assistant Professor of Economics (1974).*  
B.A., University of Michigan, 1966; M.A., 1968.

**Ardis L. Nelson**

*Part-time Assistant Professor of Spanish (1979).*  
B.A., Oberlin College, 1965; M.A., Middlebury College, 1972; Ph.D., Indiana University, 1980.

**Susan F. Nichols**

*Part-time Instructor in Fine Arts, Assistant Dean of the College (1977).*  
B.A., State University of Iowa, 1960; M.A., 1967.

**Jeffrey W. Niemitz**

*Assistant Professor of Geology (1977).*  
B.A., Williams College, 1972; Ph.D., University of Southern California, 1977.

**K. Robert Nilsson**

*Professor of Political Science, Director of the Dickinson Center for European Studies in Bologna (1962).*  
B.A., Temple University, 1951; M.A., Johns Hopkins University, 1957; Ph.D., Columbia University, 1964. Certificate of the Institute on International and Comparative Law, 1974. *Lindback Award for Distinguished Teaching, 1963-64.*

**Sharon J. O'Brien**

*Assistant Professor of English (1975).*  
B.A., Radcliffe College, 1967; M.A., Harvard University, 1969; Ph.D., 1975.

**Ruth Ohayon**

*Assistant Professor of French (1980).*  
B.A., Queens College, 1971; M.A., University of Maryland, 1973; M. Phil., Columbia University, 1976; Ph.D., 1980.

**John M. Osborne**

*Assistant Professor of History (1979).*  
B.A., Rice University, 1974; M.A., Stanford University, 1976; Ph.D., 1979.

**William F. Panici**

*Assistant Professor of French (1980).*  
B.A., Elmhurst College, 1961; M.A., Ohio State University, 1966; M.Phil., Yale University, 1970.



**Pong-Hi Park**

*Instructor in Piano (1969).*

B.A., Seoul National University, 1965; M.A., Peabody Conservatory of Music, 1966; Artist Diploma, 1967.

**E. Robert Paul**

*Coordinator of Academic Computing with the rank of Assistant Professor of Computer Science and of the History of Science (1976).*

B.S., Brigham Young University, 1966; M.S., 1971; M.A., Indiana University, 1974; Ph.D., 1976.

**Morris K. Perinchief**

*Assistant Professor of Fine Arts (1979).*

A.B., University of Delaware, 1963; M.A., University of Chicago, 1970; Ph.D., University of Wisconsin, 1974.

**Fred C. Petty**

*Associate Professor of Music (1971).*

B. Mus., Texas Christian University, 1961; M.A., Cornell University, 1964; Ph.D., Yale University, 1971.

**J. Forrest Posey, Jr.**

*Associate Professor of Music (1962).*

B.Mus., Hardin-Simmons University, 1951; M.Mus., University of Texas, 1954; M.A., Harvard University, 1962.

**Noel Potter, Jr.**

*Associate Professor of Geology, Chairman of the Department of Geology (1969).*

A.B., Franklin and Marshall College, 1961; M.A., Dartmouth College, 1963; Ph.D., University of Minnesota, 1969. *Lindback Award for Distinguished Teaching, 1978-79.*

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*Part-time Instructor in Spanish (1977).*

B.A., University of Puerto Rico, 1962.

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Ph.D., Johns Hopkins University, 1977.

**Thomas L. Reed, Jr.**

*Assistant Professor of English (1977).*

B.A., Yale University, 1969; M.A., University of Virginia, 1971; Ph.D., 1978.

**George N. Rhyne**

*Associate Professor of History (1965).*

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A.B., Davidson College, 1961; M.A., University of North Carolina, 1963; Ph.D., 1968.

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*Assistant Professor of Psychology (1976).*

B.S., Cornell University, 1971; M.S., University of Wisconsin, 1973; Ph.D., 1977.

**Dieter J. Rollfinke**

*Associate Professor of German, Chairman of the Department of German and Russian (1964).*

B.S., Rensselaer Polytechnic Institute, 1963; M.A., Columbia University, 1966; Ph.D., Johns Hopkins University, 1977.

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*Professor of Chemistry (1962).*

A.A., Boston University, 1953; B.A., 1956; Ph.D., 1966. *Ganoe Award for Inspirational Teaching, 1979-80.*

**Kenneth M. Rosen\***

*Associate Professor of English (1969).*

B.A., Cornell University, 1959; M.A., San Francisco State University, 1964; Ph.D., University of New Mexico, 1969.

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*Part-time Instructor in Latin (1970).*

B.A., City College of New York, 1962; M.A., University of California at Berkeley, 1963.

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*Associate Professor of Religion and Classics (1970).*

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B.A., Bryn Mawr College, 1973.

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B.A., Syracuse University, 1952; M.A., 1953; Diploma, Johns Hopkins School of Advanced International Studies (Bologna), 1958; Ph.D., Columbia University, 1964. *Ganoe Award for Inspirational Teaching, 1969-70.*

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B.A., Dickinson College, 1970; M.A., Syracuse University, 1972; Ph.D., 1975.



**William R. Schearer**

*Associate Professor of Chemistry (1968).*  
B.S., Ursinus College, 1957; M.A., Princeton University, 1959; Ph.D., 1963.

**Edward A. Schultz**

*Part-time Instructor in Flute (1980).*  
B.M., New England Conservatory of Music, 1976.

**H. Wade Seaford, Jr.**

*Associate Professor of Anthropology, Chairman of the Department of Anthropology (1961).*  
A.B., Wheaton College, 1946; Graduate Studies, Escuela Nacional de Antropología e Historia (Mexico), 1948-50; A.M., Harvard University, 1964; Ph.D., 1971.

**Helen R. Segall\***

*Associate Professor of Russian (1976).*  
B.S., Simmons College, 1954; Ph.D., Bryn Mawr College, 1974.

**Richard M. Sheeley**

*Associate Professor of Chemistry (1969).*  
B.S., University of Utah, 1957; M.S., Pennsylvania State University, 1959; Ph.D., Brigham Young University, 1964.

**June L. Shomaker**

*Part-time Instructor in Cello (1978).*  
B.Mus., Washington University, 1956.

**Robert D. Sider**

*Professor of Classical Languages (1968).*  
B.A., University of Saskatchewan, 1955; M.A., 1956; B.A., Oxford University, 1958; M.A., 1964; Ph.D., 1965. *Lindback Award for Distinguished Teaching, 1973-74. Ganoë Award for Inspirational Teaching, 1978-79.*

**Ralph L. Slotten**

*Professor of Religion (1966).*  
B.A., Drake University, 1948; B.D., 1951; M.A., University of Chicago, 1958; Ph.D., 1966.

**T. Scott Smith**

*Associate Professor of Physics (1969).*  
A.B., Princeton University, 1963; Ph.D., University of Maryland, 1967.

**David A. Spurr**

*Assistant Professor of English (1980).*  
B.A., University of Michigan, 1971; M.A., 1974; Ph.D., 1978.

\*On leave 1980-81.

\*\*On leave First Semester 1980-81.

**Jack R. Stodghill**

*Associate Professor of Mathematics (1967).*  
A.B., Wabash College, 1957; M.S., Purdue University, 1960; M.S. Florida State University, 1975; Ph.D., Brown University, 1971.

**David G. Strand**

*Assistant Professor of Political Science (1980).*  
B.A., Lawrence University, 1971; M.A., Columbia University, 1973; M.Phil., 1974; Ph.D., 1979.

**Carl A. Strang**

*Assistant Professor of Biology (1976).*  
B.S., Purdue University, 1973; Ph.D., 1976.

**Andrés Surís\*\***

*Associate Professor of Spanish (1973).*  
Licenciado en Derecho, Universidad de Barcelona, 1941; M.A., University of Minnesota, 1968; Ph.D., 1972.

**Candadai K. Tirumalai\***

*Professor of English (1967).*  
B.A., Osmania University, India, 1957; M.A., 1959; Ph.D., University of Pennsylvania, 1969. *Lindback Award for Distinguished Teaching, 1971-72. Ganoë Award for Inspirational Teaching, 1973-74.*

**Janis A. Tomlinson**

*Assistant Professor of Fine Arts (1980).*  
B.A., McGill University, 1975; M.A., University of Pennsylvania, 1977; Ph.D., 1980.

**Robin H. Treon**

*Instructor in American Studies (1980).*  
B.A., Bucknell University, 1973; M.A., University of Pennsylvania, 1974.

**Thankamma E. Varkey**

*Part-time Assistant Professor of Chemistry (1980).*  
B.S., Kerala University, 1956; M.S., 1957; Ph.D., Temple University, 1974.

**William W. Vernon\*\***

*Professor of Geology (1957).*  
B.A., University of New Hampshire, 1952; M.S., Lehigh University, 1955; Ph.D., 1964. *Lindback Award for Distinguished Teaching, 1966-67.*

**Richard H. Wanner**

*Professor of Psychology, Chairman of the Department of Psychology and Education (1946; 1961).*



A.B., Franklin and Marshall College, 1939; Ed.M., Harvard University, 1940; Ed.D., 1968.

**Jeffrey G. Watson**

*Part-time Assistant in Instruction in Chemistry (1978).*

B.S., Dickinson College, 1978.

**Stephen Weinberger**

*Associate Professor of History, Chairman of the Department of History (1969).*

B.A., Northeastern University, 1965; M.A., University of Wisconsin, 1966; Ph.D., 1969.

**Neil B. Weissman**

*Assistant Professor of History (1975).*

B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976.

**Candie C. Wilderman\***

*Instructor in Environmental Science (1974).*

B.S., Tufts University, 1968; M.A., Harvard University, 1969.

**John H. Wilhelm**

*Assistant Professor of Economics (1979).*

B.A., Pomona College, 1961; M.A., University of Michigan, 1968; Ph.D., 1974.

**Robert P. Winston**

*Assistant Professor of English (1979).*

A.B., Bates College, 1972; M.A., University of Wisconsin, 1973; Ph.D., 1979.

**William H. Wishmeyer**

*Professor of English, Secretary of the Faculty (1957).*

B.A., Johns Hopkins University, 1948; M.A., 1949; Ph.D., University of Pennsylvania, 1957.

**Neil S. Wolf**

*Professor of Physics (1967).*

B.S., Queens College, 1958; M.S., Stevens Institute of Technology, 1960; Ph.D., 1966.

**Library Resources**

**Joan M. Bechtel**

*Librarian, Chairwoman of the Department of Library Resources (1971).*

A.B., Wilson College, 1955; M.S. in L.S., Drexel University, 1971; M.A., University of Pennsylvania, 1978.

**Yates M. Forbis**

*Associate Professor of Library Resources*

\*On leave 1980-81.

(1965).

B.S., Appalachian State Teachers College, 1951; M.A., 1955; M.S. in L.S., Columbia University, 1960.

**Lidwina J. Gole**

*Librarian (1980).*

B.A., College of William and Mary, 1967; M.S. in L.S., Long Island University, 1979.

**Annette M. LeClair**

*Librarian (1980).*

B.A., University of Minnesota, 1974; M.A., University of Virginia, 1976; M.S., in L.S., University of North Carolina, 1980.

**Sue K. Norman**

*Librarian (1980).*

B.A., State University of New York at Albany, 1967; M.A., 1968; M.A., University of Iowa, 1980.

**Martha C. Slotten**

*Librarian and College Archivist (1974).*

B.A., Earlham College, 1943; M.A., University of Wisconsin, 1950; M.A., Shippensburg State College, 1981.

**Lawrence J. M. Wilt**

*Assistant Professor of Library Resources (1977).*

B.A., State University of New York at Binghamton, 1970; M.A., Indiana University, 1975; M.L.S., 1977.

**Isingard M. Woodworth\***

*Assistant Professor of Library Resources (1969).*

A.B., University of California at Berkeley, 1968; M.L.S., 1969; M.A., Pennsylvania State University, 1977.

**Physical Education**

**Kathleen W. Barber**

*Associate Professor of Physical Education, Coach of Field Hockey and Women's Tennis (1960).*

A.B., Syracuse University, 1947.

**Joseph G. DuCharme**

*Associate Professor of Physical Education, Coach of Track and Field, Men's Cross Country and Women's Cross Country (1955).*

B.S., in P.E., Ithaca College, 1948; M.A. in P.E., New York University, 1951.

**Raymond T. Erney, Jr.**

*Physical Educator, Coach of Football and*



*Baseball (1980).*

B.A., Juniata College, 1962; M.Ed., Shippensburg State College, 1967.

**Wilbur J. Gobrecht**

*Associate Professor of Physical Education, Coordinator of Sports and Recreational Facilities, Coach of Men's Lacrosse (1960).*

A.B., Dickinson College, 1952; A.M., Duke University, 1959.

**Elaine M. Goldband**

*Physical Educator, Coach of Women's Volleyball and Softball (1980).*

B.S., Ithaca College, 1971; M.A., Ohio State University, 1972.

**Joseph E. McEvoy**

*Physical Educator, Director of Aquatic Programs, Coach of Men's Swimming and Women's Swimming (1979).*

B.S., Springfield College, 1969; M.P.E., 1970; D.P.E., 1975.

**William J. Nickey**

*Assistant Professor of Physical Education, Coordinator of Recreational Sports, Coach of Men's Soccer, Assistant Coach of Track and Field (1966).*

B.S., West Chester State College, 1957; M.Ed., 1968.

**Candis E. Russell**

*Physical Educator, Coordinator of Co-recreational and Women's Intramural Sports, Assistant Coach of Field Hockey and Women's Lacrosse (1980).*

B.S., Ursinus College, 1978; M.S., Ithaca College, 1979.

**Donald R. Seibert**

*Associate Professor of Physical Education, Director of Recreation and Intramural Sports, Coach of Golf (1957).*

B.S., George Washington University, 1943; M.A., Columbia University, 1950.

**Robert H. Shank**

*Physical Educator, Trainer, Coordinator of Strength and Physical Fitness Programs (1980).*

B.S. in Ed., Millersville State College, 1970; M.Ed., University of Virginia, 1979.

**Lee Ann Wagner\***

*Physical Educator (1952; 1966).*

\*On leave 1980-81.

B.S., Pennsylvania State University, 1948.

**David L. Watkins**

*Physical Educator, Chairman of the Department of Physical Education, Director of Athletics, Assistant Coach of Men's Basketball (1967).*

B.S., Pennsylvania State University, 1958; M.A., University of Iowa, 1961.

**Judith M. Yorio**

*Physical Educator, Coach of Women's Basketball and Women's Softball (1980).*

B.S., Springfield College, 1973; M.S., Southern Connecticut State College, 1980.

**Faculty Support**

**Bennie B. Jamerson**

*Assistant to the Professor of Military Science (1979).*

B.B.A., University of Arkansas, 1971; Captain, Artillery, U.S. Army.

**Joseph M. Mancuso, Jr.**

*Assistant to the Professor of Military Science (1978).*

B.S., Duquesne University, 1968; Captain, Infantry, U.S. Army.

**James B. Sheehan-Drake**

*Technical Director for the Mermaid Players (1974).*

B.A., Dickinson College, 1970.

**Administration**

**Office of the President**

**Sam A. Banks**

*The President of the College, Lemuel T. Appold Foundation (1975).*

A.B., Duke University, 1949; M.Div., Emory University, 1952; Ph.D., University of Chicago, 1971; Litt.D., College of Charleston, 1976.

**M. Charles Seller**

*Executive Assistant to the President (1975).*

A.B., Dickinson College, 1955; M.A., Pennsylvania State University, 1963.

**Benjamin D. James**

*Richard V. C. Watkins Professor Emeritus of Psychology and Education, Presidential Representative (1941).*

A.B., Dickinson College, 1934; M.A., Bucknell University, 1936; Ph.D., University of Pennsylvania, 1962; LL.D., Dickinson School of Law, 1976.



**George Shuman, Jr.**

*Vice President Emeritus, Presidential Representative (1935).*

Ph.B., Dickinson College, 1937; LL.D., Lycoming College, 1958.

Computer Center

**Thomas W. Burnett**

*Director of the Computer Center (1976).*

B.S., Pennsylvania State University, 1964; M.S., Case Western Reserve University, 1965.

**E. Robert Paul**

*Coordinator of Academic Computing with the rank of Assistant Professor of Computer Science and of the History of Science (1976).*

B.S., Brigham Young University, 1966; M.S., 1971; M.A., Indiana University, 1974; Ph.D., 1976.

**Robert A. Riley**

*Coordinator of Administrative Computing (1978).*

B.S., Elizabethtown College, 1976.

**Division of Academic Affairs**

**George Allan**

*Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of Philosophy (1963).*

B.A., Grinnell College, 1957; B.D., Union Theological Seminary, 1960; Ph.D., Yale University, 1963. *Lindback Award for Distinguished Teaching, 1968-69.*

**Ronald E. Doernbach**

*Registrar (1974).*

A.B., Dickinson College, 1965.

**Susan F. Nichols**

*Assistant Dean of the College (1977).*

B.A., State University of Iowa, 1960; M.A., 1967.

**Margaret D. Garrett**

*Assistant to the Dean of the College, Director of Continuing Education, Director of the Summer School (1976).*

B.S., Illinois State University, 1957; M.A., Northwestern University, 1971; Ph.D., George Washington University, 1978.

**John S. Henderson**

*Director of Off-Campus Studies, Associate*

*Professor of French (1966).*

B.A., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966.

**Robert W. Cavenagh, Jr.**

*Director of Instructional Media with the rank of Assistant Professor (1972).*

A.B., Princeton University, 1965; M.Ed., University of Virginia, 1970.

**Marjorie A. Fitzpatrick**

*Administrative Coordinator for Internships, Part-time Associate Professor of French (1975; 1980).*

B.A., College of Our Lady of the Elms, 1957; M.A., Smith College, 1959; Ph.D., University of Toronto, 1968.

Office of Admissions

**J. Larry Mench**

*Director of Admissions (1974).*

B.A., Oberlin College, 1962; M.A., 1963.

**R. Russell Shunk**

*Associate Director of Admissions (1976).*

A.B., Lafayette College, 1965; M.A., Lehigh University, 1966.

**James M. Reilly**

*Assistant Director of Admissions (1977).*

A.B., Dickinson College, 1977.

**Kyle R. Stewart**

*Assistant Director of Admissions (1978).*

A.B., Dickinson College, 1978.

**Patrick A. Milberger**

*Admissions Counselor (1979).*

A.B., Dickinson College, 1979.

**T. Marion Karpch**

*Admissions Counselor (1980).*

A.B., Dickinson College, 1980.

**Division of Educational Services**

**Leonard A. Goldberg**

*Dean of Educational Services (1977).*

B.A., State University of New York at Oswego, 1964; M.A., Ohio State University, 1966; Ph.D., 1969.

**Mary Watson Carson**

*Associate Dean of Special Programs, The George Metzger Chair of the Dean of Women (1968).*



B.A., Wichita State University, 1959; M.A., 1960.

**R. Bruce Wall**

*Associate Dean of Residential Services (1977).*  
A.B., Dickinson College, 1970; M.A., Bowling Green State University, 1975.

**Howard E. Figler**

*Director of Counseling and Placement (1970).*  
A.B., Emory University, 1960; M.B.A., New York University, 1961; Ph.D., Florida State University, 1968.

**Wanda L. Ruffin**

*College Counselor (1978).*  
B.S., Mississippi Valley State University, 1972; M.S.W., University of Pittsburgh, 1976.

**Geraldine M. Rockett**

*College Counselor (1979).*  
B.A., Mount St. Mary College, 1972; M.A., Southern Illinois University, 1977; M.S., 1979.

**Donald V. Raley**

*Director of Financial Aid (1977).*  
B.A., Blackburn College, 1960; M.A., University of Colorado, 1967.

**Stephen R. Hackman**

*Assistant Director of Financial Aid (1980).*  
B.S., Pennsylvania State University, 1977.

**Sally R. Biel**

*Part-time Financial Aid Counselor (1980).*  
B.S., Juniata College, 1970; M.S.L.S., Shippensburg State College, 1976.

**Mary Anne Morefield**

*Chaplain (1979).*  
B.A., Goddard College, 1965; M.Div., Lutheran Theological Seminary, 1974.

**Nancy B. Lindgren**

*Coordinator of Student Activities and the Holland Union Building (1980).*  
B.S., Springfield College, 1974; M.Ed., 1976.

**David L. Watkins**

*Director of Athletics and Chairman of the Department of Physical Education; Associate Professor of Physical Education (1967).*

\*Several nurses work with Ms. Bushey at the Health Center, and a number of physicians are associated with the Center through special arrangements with the Carlisle Hospital, where 24-hour care is available to students in each academic term.

B.S., Pennsylvania State University, 1958; M.A., University of Iowa, 1961.

**Esther M. Bushey\***

*Director, Health Center (1960).*  
R.N., Germantown Hospital School of Nursing, 1941.

**Division of Business and Financial Affairs**

**James M. Nicholson**

*Treasurer (1978).*  
B.A., Cornell College, 1959.

**Barry L. Gaal**

*Business Manager (1971).*  
B.S., Moravian College, 1961.

**Robert W. Belyea**

*Comptroller, Assistant Treasurer (1968).*  
B.A., Colby College, 1951.

**Harold S. Fraker, Jr.**

*Assistant Comptroller (1979).*  
B.S., Shippensburg State College, 1974.

**Robert H. Rasch**

*Director of Personnel and Summer Conferences (1973).*  
B.S., University of Rhode Island, 1965; M.B.A., Western New England College, 1973.

**Howard G. Baum**

*Director of Auxiliary Services (1964).*  
A.B., Dickinson College, 1950.

**George L. Eurich**

*Director of Physical Plant (1970).*

**Michael J. Netto**

*Director of Food Services (1980).*  
A.S., University of Massachusetts, 1967.

**Ernest E. Talbot**

*Director of Campus Security (1971).*

**Division of Communications and Development**

**Leonard G. Doran**

*Executive Director of Communications and Development (1973).*  
B.A., Harvard University, 1942; M.A., George Washington University, 1949.

**J. Brooks Jones**

*Director of Development (1974).*  
B.A., West Virginia Wesleyan College, 1962.



**Peter B. Shultzabarger**

*Assistant Director of Development (1978).*  
B.A., West Virginia Wesleyan College, 1968;  
M.Div., Garrett Theological Seminary, 1971.

**Katherine J. Danser**

*Assistant Director of Development (1980).*  
A.B., Dickinson College, 1976; M.S., Bucknell  
University, 1979.

**Nancy Lee Winkelman**

*Director of Publications (1975).*  
B.A., Western Maryland College, 1951; M.Ed.,  
1969.

**John E. Ross**

*Director of Public Information Services (1976).*  
B.S., East Tennessee State University, 1969.

**Central Pennsylvania Consortium**

**Beverley D. Eddy**

*Director (1978).*  
B.A., College of Wooster, 1962; M.A., Indiana  
University, 1964; Ph.D., 1970.

**Board of Advisors**

The purposes of the Board of Advisors are to provide consultation and advice to the president of the College and to the Board of Trustees in matters relating to the total educational program, the development of the College's physical and financial resources, and the securing of highest quality students for admission to the College. Alumni, parents of present or former students, and other individual friends of the College are eligible for membership. Appointments to the Board of Advisors are made by the President of the Board of Trustees.

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Inge Paul Stafford *Secretary*

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President  
Altman and Weil, Inc.  
Ardmore, Pa.

Robert M. Brasler, '58  
Senior Vice President  
Binswanger Corp.  
Philadelphia

Joseph D. Brenner, '39  
Chairman of the Board  
AMP, Inc.  
Harrisburg

C. Paul Burtner, Jr., '41  
Colonel, U.S. Army (Ret.)  
Chief of Court Security Division  
U.S. Marshals Service  
Washington, D.C.

Philip C. Capice, '52  
Executive Producer  
Lorimar Productions  
Culver City, Calif.

Fred J. Charley, '38  
President  
Charley Brothers Division  
Greensburg, Pa.

Homer C. Earll  
President  
Earll Forest Products, Inc.  
Towson, Md.

Jesse J. Hymes, '33  
Physician  
Mount Vernon, N.Y.

Constance W. Klages, '56  
Partner  
International Management Advisors  
New York City

Carol C. Laise  
Retired as Ambassador and  
Director General of the Foreign Service  
Washington, D.C.

Samuel J. McCartney, Jr., '41  
Director of Industrial Relations  
Lanier Business Products  
Atlanta

Edward K. Masland, '54  
President  
Carlisle Container Corp.  
Carlisle

Meyer P. Potamkin, '32  
President  
Boulevard Mortgage Co.  
Philadelphia

Byron G. Quann, '61  
Program Director, Communications Programs



International Business Machines, Inc.  
Armonk, N.Y.

Wilbur M. Rabinowitz, '40  
President  
J. Rabinowitz & Sons, Inc.  
Brooklyn, N.Y.

Sylvia H. Rambo '58  
U.S. District Judge  
Harrisburg

Otto E. Roethenmund  
President  
Deak & Co., Inc.  
New York City

Herbert S. Sacks, '48  
Clinical Professor, Pediatrics and Psychiatry  
Yale University Child Study Center  
New Haven

Inge Paul Stafford, '58  
Doctoral Candidate  
Rutgers University  
Essex Fells, N.J.

James W. Stratton  
President  
Stratton Management Co.  
Blue Bell, Pa.

Harrison M. Symmes  
Deputy Director  
Wilderness Society  
Washington, D.C.

John V. Thornton  
Senior Executive Vice President-Finance  
Consolidated Edison Co. of New York, Inc.  
New York City

Ralph M. Whitticar, III  
Attorney  
Whitticar, Sokol, Ledbetter & Haley  
Fredericksburg, Va.

Robert J. Wise, '53  
President  
Key Point Corp.  
Berwick, Pa.

Ray L. Wolfe  
President  
Farmers Trust Co.  
Carlisle

## Alumni Council

### Officers

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| Lester T. Etter        | <i>Vice President</i> |
| Lenore Shadle Caldwell | <i>Secretary</i>      |
| George Shuman, Jr.     | <i>Treasurer</i>      |

### Term Expires 1981

Katharine E. Bachman, '75  
Attorney  
Hale and Dorr  
Boston

Richard A. Burnett, '78  
Graduate Student  
Yale Divinity School  
New Haven

Margaret Burt Burtner, 41  
Kindergarten Teacher  
Montgomery County School District  
Potomac, Md.

John E. Colburn, '52  
President  
Bertholon-Rowland, Inc.  
Media, Pa.

Eric S. Drake, '70  
Director of Communications  
Dickinson School of Law  
Carlisle

Lester T. Etter, '34  
Retired Guidance Counselor  
Carlisle

J. Bruce McKinney, '59  
Group Vice President  
Hersheypark/Hersheypark Arena  
Hershey, Pa.

Herschel E. Shortlidge, '34  
Retired Executive  
Girard Trust Co., Philadelphia  
Drexel Hill, Pa.

Sally Spangenburg Small, '51  
Librarian and Associate Professor  
Pennsylvania State University  
Reading

David R. Witwer, '71  
Engineer  
Greely & Hanson  
Chicago



**Term Expires 1982**

Austin Bittle, '39  
Principal

Deep Creek High School  
Baltimore

Rosalie Enders Dunkle, '50  
Teacher  
Susquehanna Township School District  
Harrisburg

William E. Gormly, '63  
Vice President, National Accounts  
The Arizona Bank  
Phoenix

John M. Kohlmeier, Jr., '56  
Manager  
Arthur Andersen Co.  
Chicago

Patricia A. Love, '74  
Insurance Representative  
Middletown, Pa.

Edmund G. Myers, '68  
Attorney  
Myers, Myers, Flower & Johnson  
Lemoyne, Pa.

Virginia Minnich Rahal, '52  
Carlisle

Ruth Shaw Spangler, '35  
Retired Teacher  
Harrisburg

Ellis E. Stern, Jr., '49  
Vice President  
Central Penn National Bank  
Philadelphia

Jace J. Wagner, '79  
Graduate Student  
Lehigh University  
Bethlehem

**Term Expires 1983**

James G. Bowers, '51  
Teacher and Reading Specialist  
Carlisle Area School District  
Carlisle

Lenore Shadle Caldwell, '49  
Harrisburg

Joseph T. Clees, '81  
Student  
Dickinson College

James W. Gerlach, '77  
Attorney  
Malcolm & Riley  
West Chester, Pa.

John G. Goodchild, Jr., '67  
Vice President and Management Supervisor  
Weightmen, Inc.  
Philadelphia

Charles W. Howell, '51  
Retired Federal Service  
Carlisle

Avery Leslie, '80  
Management Trainee  
Merrill, Lynch, Pierce, Fenner & Smith  
New York City

Bonnie Douglass Menaker, '61  
Attorney  
Hepford, Zimmerman & Swartz  
Harrisburg

Horace E. Rogers, '24  
Retired Professor  
Dickinson College  
Carlisle

Barbara Reamy Strite, '61  
Gettysburg

**Parents Advisory Council**

Dickinson's Parents Advisory Council members serve as liaison between the College administration and the general parent body. They act as informal admissions representatives of Dickinson and may be contacted by those who desire information about the College from a parent's perspective.

**Officers**

Harry C. Rubicam *President*  
Clifford D. Anderson *Vice President*

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Waterbury  
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Mr. and Mrs. B. J. Stiles

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Dr. Herbert E. Kaufman

MARYLAND  
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Bowie  
Mr. and Mrs. H. Richard Neff

Chevy Chase  
Prof. and Mrs. Donald R. Brenner

Potomac  
Mr. and Mrs. Lewis Sorley

MASSACHUSETTS  
Arlington  
Mr. and Mrs. Kenneth C. Spengler

Shrewsbury  
Dr. and Mrs. Harold W. Stuart, Jr.

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Belle Mead  
Prof. and Mrs. Robert C. Cassidy

Beverly  
Mr. and Mrs. Walter J. Carter

Cinnaminson  
Mr. and Mrs. Bruce Oxman

North Caldwell  
Mr. Joseph Weber

Princeton  
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Rumson  
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Mr. and Mrs. James M. Kyte, Jr.

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Prof. and Mrs. Arthur L. Bloom

Katonah  
Mr. and Mrs. David R. Goodhart

North Tarrytown  
Dr. and Mrs. Joseph A. Cimino

PENNSYLVANIA  
Allentown  
Mr. and Mrs. Edward W. Hyland  
Mr. and Mrs. J. Robert Lovett

Blue Bell  
Mr. and Mrs. John P. Puckett, Jr.

Bryn Mawr  
Mr. and Mrs. Herbert A. Spivack

Carlisle  
Mr. and Mrs. John Broujos

Elkins Park  
Mr. and Mrs. Murray W. Seitchik

Etters  
Mr. and Mrs. John G. Williams

Fort Washington  
Mr. and Mrs. Leonard I. Korman

Greensburg  
Mr. and Mrs. Robert T. Koveleskie

Hollidaysburg  
Mr. and Mrs. James S. Rutch

Huntingdon  
Mr. and Mrs. David G. Kunz

Kennett Square  
Mr. and Mrs. Irvin S. Lieberman

Mechanicsburg  
Mr. and Mrs. J. Albert Dame  
Mr. and Mrs. Robert L. Rice

Oakdale  
Mr. and Mrs. George Kehm

VIRGINIA  
Williamsburg  
Dean and Mrs. Jack D. Edwards



# Honors, Awards, and Prizes

## Awards to Members of the Faculty

The Ganoë Award. The Constance and Rose Ganoë Memorial Fund established in 1969 in accordance with the testamentary wishes of the late William A. Ganoë of the Class of 1902 provides that an award be given annually to that professor of Dickinson College who, by secret ballot of the members of the senior class immediately prior to their graduation, shall have been voted the most inspirational teacher during their entire college course. The award consists of a cash honorarium of one thousand dollars plus funds to be used at the discretion of the professor for the enrichment of his teaching at Dickinson.

Previous Ganoë Award recipients are so identified in the faculty section of the Directory.

The Lindback Award. Instituted by the trustees of the Christian R. and Mary F. Lindback Foundation, the Lindback Distinguished Teaching Award is the highest honor the College bestows on members of its faculty. Selected by the president, the Lindback Award recipient receives an honorarium of not less than five hundred dollars and not more than one thousand dollars. The Lindback Foundation further awards one thousand dollars in scholarships to deserving students who can meet certain basic standards.

Previous Lindback Award recipients are identified as such in the faculty section of the Directory.

### Endowed and Named Chairs

The College has a number of endowed and named chairs. The holders of these chairs are elected by the board of trustees and the chairs which they hold are indicated in the faculty list. The endowed chairs are as follows:

The Lemuel T. Appold Foundation, endowing the chair of the president of the College, was established by the board of trustees from a part of the bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the College.

The Robert Coleman Chair of History. The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the board of trustees in 1827 for the endowment of a professorship, making this one of the oldest American professorships.

The Thomas Beaver Chair of English Literature was endowed by Thomas Beaver, Esq., of Danville, Pennsylvania, in 1889.

The Asbury J. Clarke Chair of Latin was established in 1918 by the gift of the widow of Asbury J. Clarke, of the Class of 1863.

The Susan Powers Hoffman Chair of Mathematics was endowed in 1923 and named in memory of Susan Powers Hoffman, of Carlisle.

The Richard V.C. Watkins Chair of Psychology was endowed in 1928 by the bequest of Richard V.C. Watkins, of the Class of 1912.

The Martha Porter Sellers Chair of Rhetoric and the English Language is an endowed professorship established in 1936 by a gift of her son, Professor Montgomery Porter Sellers, of the Class of 1893.

The Boyd Lee Spahr Chair of American History was endowed in 1948 by the gift of Boyd Lee Spahr, of the Class of 1900.

The George Henry Ketterer and Bertha Curry Ketterer Chair of Religion was endowed in 1949 by the gifts of George Henry Ketterer, of the Class of 1908, and his wife, Bertha Curry Ketterer.

The Robert Blaine Weaver Chair of Political Science was endowed by the bequest of Laura Davidson Weaver, and named for her brother, Robert Blaine Weaver, of the Class of 1874.

The C. Scott Althouse Chair of Chemistry was established in 1950 and named for C. Scott Althouse, a trustee of the College.

The Alfred Victor duPont Chair of Chemistry, named for Alfred Victor duPont, a student at



the College, 1814-16 was established in 1950 by the gift of his grandson, the late Irene duPont, of Wilmington, Delaware.

The Thomas Bowman Chair of Religion was endowed in 1949 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class to 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

The Joseph Priestley Chair of Natural Philosophy was established in 1959 by gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

The William W. Edel Chair in the Humanities was endowed in 1959 by the gift of Merle W. Allen, a College trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as president of the College from 1946-1959."

The James Hope Caldwell Memorial Chair was endowed in 1966 by the bequest of Mr. and Mrs. James Hope Caldwell.

The Henry Logan Chair of Economics was established in 1967 by the gift of Henry Logan of the Class of 1910.

The Russell I. Thompson Chair of the Dean of the College was established in 1967 by the gift of Ethel Wright Thompson.

The George W. Pedlow, Class of 1901, Chair of Education was established in 1972 in memory of his father by C. Wesley Pedlow, Jr., of the Class of 1934.

The Glenn E. and Mary L. Todd Chair was established in 1973 by bequests of Glenn E. Todd, Class of 1912, and Mary Line Todd, Class of 1923.

The Charles A. Dana Professorship Program was established in 1968 by a matching grant of \$250,000 from the Charles A. Dana Foundation. The income from this fund is to be used annually to subsidize the salaries of Dana Professors in varying amounts but in excess of the average salary for full professors at the time of appointment.

The George Metzger Endowment Fund is held

in trust by the trustees of the fund, and the income therefrom paid annually to Dickinson College at the discretion of the trustees to endow the chair of the dean of women at Dickinson College.

The George Metzger Endowment Fund was established in 1963 by the Metzger College trustees in memory of George Metzger of the Class of 1798 of Dickinson College who made a testamentary provision for the establishment of a college for the education of young women after his death. By action of the board of trustees of Metzger College in 1913, use of the Metzger College building, Metzger Hall, was granted to Dickinson College as a residence hall for women students. Fifty years later, Dickinson relinquished its use of Metzger Hall, the property was sold, and the proceeds used to establish the George Metzger Endowment Fund.

## Honors, Scholarships, and Prizes

### Honors Upon Graduation

Latin Honors. A student who attains an average of at least 3.75 in the total program at Dickinson College shall be awarded the degree *summa cum laude*.

A student who attains an average of at least 3.50 but less than 3.75 in the total program at Dickinson College shall be awarded the degree *magna cum laude*.

A student who attains an average of at least 3.25 but less than 3.50 in the total program at Dickinson College shall be awarded the degree *cum laude*.

Departmental Honors. Departmental honors are conferred at graduation upon students who meet the departmental standards for graduation with honors. Honors are achieved through independent research and study in the department.

### For General Excellence

The Class of 1902 Award. Awarded to that member of the junior class who, by vote of



the student's classmates, has contributed most to the College.

The Hufstader Senior Prizes. Endowed by Dr. William F. Hufstader. Awarded to the senior man and woman who, in the judgment of the president of the College, have contributed most to the good of the College.

### **For Scholastic Excellence**

*The College Committee on Academic Standards has the responsibility of recommending recipients of these awards to the faculty. The committee has established as a guideline for eligibility for the various class awards the following: completion of 6, 12, 18, or 24 Dickinson courses with a final letter grade in order to be eligible for freshman, sophomore, junior, or senior awards, respectively.*

The William K. Dare Honor Scholarship. Endowed by Lemuel T. Appold, Esq. 1882. Awarded to that male student of the freshman, sophomore or junior class who has attained the highest scholastic average in the work of the previous year.

The James Fowler Rusling Prize. Awarded to a graduating senior who excels in scholarship.

The Delaplaine McDaniel Prizes. Awarded to two members of the freshman class and to one member of the sophomore class for excellence in scholarship.

The Joseph Middleton and Isabel Mullin Burns Memorial Prize. Endowed by Helen Burns Norcross '12, former dean of women. Awarded to the woman student attaining the highest scholastic average during the sophomore year.

The John Patton Memorial Prizes. Endowed by the Honorable A. E. Patton as a memorial to his father. Awarded for high scholastic standing to a member of each college class.

Sophisters. By action of the board of trustees, and in keeping with an old Dickinson tradition, the highest ranking junior is named Senior Sophister for his or her final year in College, while the highest ranking sophomore is named Junior Sophister for the following year. The distinction of Senior and Junior Sophister carries with it a \$500 prize.

### **For Excellence in Special Fields**

The William Lennox Avis Prize in U.S. History. Endowed by Minnie Woods Avis.

The Baird Biology Prizes. In honor of Spencer Fullerton Baird, Dickinson's most outstanding alumnus in the field of biology. Awarded to two senior biology majors who excel in biology and show promise for future achievement in the field of biology (broadly defined).

The Neilson C. Bridger Memorial Art Prize. Endowed by Dr. Meyer P. Potamkin '32. The award is given annually to the fine arts major who, in the judgment of the fine arts faculty, has achieved the highest level of creative arts expression or art historical scholarship during the current academic year. The award may be shared.

The Henry P. Cannon Memorial Prize. Endowed by the trustees. Awarded to a member of the sophomore class who excels in mathematics.

The Chi Omega Prize. The gift of the Dickinson Chapter. Awarded to a junior or senior woman who excels in economics, political science, sociology, or psychology.

The Caroline Hatton Clark Mathematics Scholarships.

The Class of 1875 Prize. Endowed in memory of John H. Ahl, Class of 1875, by his son, John C. Ahl. Awarded to the senior who compiles the highest average in economics.

The Class of 1914 Prize. Endowed in memory of John C. Ahl. Awarded to that member of the senior class who excels in American history.

The Forrest E. Craver Memorial Mathematics Prize. Awarded to a member of the junior class.

The Mervin Grant Filler Memorial Prize. Endowed by Tolbert J. Scholl. Awarded for excellence in the classical languages.

The Fine Arts Society Prize. Awarded to a senior fine arts major for superior scholarship in art history or exceptional creative visual expression.



The C. W. Fink Memorial Economics Prize.

The Ganoe Prize in International Studies. Awarded to the senior achieving highest honors in international studies.

The Gould Memorial Drama Prizes. Provided by Dr. Herbert M. Gould in memory of his father and mother.

The Charles Mortimer Griffin Prize. Awarded to a member of the senior class for excellence in religion.

The Wilbur Harrington and Helen Burns Norcross Prize. Awarded for excellence in psychology during the junior year.

Jeannette Holzshu Memorial Prize in American Literature.

The Caroline Kennedy French Literature Prize. Endowed by friends. Awarded annually to a student who reads French easily and who takes delight in French literature.

The William W. Landis Memorial Prize in Mathematics. Endowed by George C. Landis '20. Awarded to a member of the freshman class.

The Landis-Mohler Prize in Physics. Endowed by George G. Landis '20 in memory of Professor John Frederick Mohler, professor of physics, 1896-1930. Awarded to a member of the freshman class.

The Ruth Sellers Maxwell Scholarships in English Literature. Endowed by Robert H. Maxwell '15 in memory of his wife.

The Alice and F. Chapline Moorehead—Barbara Elder Timberlake Award. Endowed as a memorial by Caroline Moorehead Elder. Awarded to that student who submits the best piece of verse.

The Joseph J. Myers Prize. To be awarded annually to a varsity basketball player achieving academic excellence. Endowed in honor of Joseph J. Myers, Class of 1932, by his wife, Marie Moore Myers, and his brother, Charles E. Myers.

The Wellington A. Parlin Science Scholarship Award. Awarded to that junior majoring in biology, chemistry or physics, who has, during

three years at Dickinson, attained the highest scholastic average.

The Gaylard H. Patterson Memorial Prize. Awarded to that student in sociology who presents the best sociological analysis of a public policy.

The Pennsylvania Institute of Certified Public Accountants Award. Awarded to the outstanding accounting student.

The Morris W. Prince History Prize. Endowed by the Class of 1899.

The Margaret McAlpin Ramos Award. Awarded to a junior or senior Spanish major.

The Carl A. Rhoades Memorial Prize. Awarded annually to one or more students demonstrating outstanding responsibility as members of the College food service.

The Christopher Lee Roberts Scholarship. For students in Latin or Greek, to be used toward study abroad in those fields.

The Winfield Davidson Walkley Prizes. Endowed by D. R. Walkley, D.C.L., in memory of his son. Awarded to two members of the freshman class who excel in declamation, either forensic or dramatic.

The Angeline Blake Womer Memorial Prize. Awarded each year to that member of the freshman class who attains the highest grade in rhetoric and composition.

The Agnes Sterrett Woods Prize. Awarded to a woman student for the best short story or essay.

John David Wright, III Memorial Scholarship in Classical Languages. To be awarded to a freshman studying Latin or Greek.

## Scholarships

*An abbreviated listing of endowed and unendowed scholarships follows. Complete descriptions of each, including restrictions, etc., are contained in the official records of the College and administered accordingly.*

*The College offers substantial additional*



*scholarship aid beyond the named scholarships listed here.*

### **Unendowed**

Central Pennsylvania United Methodist Conference Scholarships. To members of churches of the Central Pennsylvania Conference. Interested students must apply to the conference.

The Charles A. Dana Scholarship Program. Established by The Charles A. Dana Foundation. Approximately 30 renewable scholarships awarded annually to members of the sophomore, junior, and senior classes. Awards vary from an honorarium of \$100 to full tuition according to need. Dana Scholarships are among Dickinson's highest honors and are awarded on the basis of superior academic achievement and demonstrated leadership in the college community.

The Mary Dickinson Club Scholarships of \$500 per year were established in 1960 to be awarded to outstanding students who have financial need. Renewable for subsequent years providing financial need continues, exemplary campus citizenship is maintained, and above-average grades are earned.

The James S. Kemper Foundation Scholarships. Established by annual grants from the James S. Kemper Foundation. Awards are made to worthy undergraduate students interested in pursuing careers in insurance.

The Lindback Scholarship Prizes. Provided by the trustees of the Christian R. and Mary F. Lindback Foundation to help deserving students who are residents of New Jersey, Pennsylvania, Delaware, and Maryland, without regard to race or religious affiliation, who by reason of their scholastic attainment, character, personality, and all around ability, give great promise of benefiting therefrom and of being useful and valuable citizens of their communities. The selection is not made on the basis of scholarship alone.

The Myrl S. Myers Memorial Scholarship. Provided by Alice Brown Myers in memory of her husband.

The N.J. Conference of the United Methodist Church Scholarship. Provided by the

Commission on Higher Education of the New Jersey Conference. Given to a student who has been a member of a United Methodist Church within the bounds of the Conference.

The Omicron Delta Kappa Award for Leadership—an award established by the Dickinson College circle of Omicron Delta Kappa to recognize outstanding leadership and commitment to the college community by a black underclassman.

United Methodist Scholarships. Provided by the Board of Education of the United Methodist Church. Given to a student on recommendation from the pastor of the student's home church who has interest and experience in United Methodist activities, and attained high scholarship.

The U.S. Army R.O.T.C. Scholarships. Awarded to outstanding sophomore military science students who desire a career as officers in the United States Army.

### **Endowed**

The Leo Asbell Memorial Scholarship. Endowed by the Asbell family. Preference given to a resident of southern New Jersey.

The Baldwin Memorial Church Scholarship.

The M. Grace Bechtel Memorial Scholarship. Awarded to a student preparing for the ministry of the Central Pennsylvania Conference of The United Methodist Church.

The Willard E. and Helen T. Bittle Scholarship. Endowed by a bequest from the estate of Willard E. Bittle of the Class of 1927. Preference is given to student majoring in economics.

The Bodine Scholarship. Endowed by George I. Bodine, Jr., Esq.

The George L. Brown Scholarship. Preference given first to male students from Middle Paxton Township, Dauphin County, Pa.; secondly, to male students from Susquehanna Township, Dauphin County, Pa.; and lastly, to other worthy and eligible male students. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Henry D. Bruner Scholarship. Endowed



by a bequest from the estate of Henry B. Bruner. Preference given to male residents of Columbia, Pa. who satisfy specified criteria: membership of the First Methodist Church in Columbia; membership of another Methodist church in Columbia; graduate of Columbia Borough High School. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Lloyd A. and Mabel K. Burkholder Fund provides permanent endowment for the Lloyd A. and Mabel K. Burkholder Scholarship and the Lloyd A. and Mabel K. Burkholder Public Affairs Symposium at Dickinson College.

The Carlisle Corporation Scholarships. Preference given to children of employees of Carlisle Corporation, then to residents of Carlisle or adjacent territory; and lastly to other eligible students.

The Class of 1909 Scholarship. Preference given to a descendant of the Class of 1909.

The Class of 1914 Scholarship.

The Class of 1915 Scholarship. Preference given to a descendant of the Class of 1915.

The Class of 1917 Scholarship. Preference given to a descendant of the Class of 1917.

The Class of 1918 Scholarship. Preference given to a descendant of the Class of 1918.

The Class of 1921 Scholarship. Preference given to a descendant of the Class of 1921.

The Class of 1928 Scholarship. Preference given to a descendant of the Class of 1928.

The Class of 1930 Scholarship. Preference given to a descendant of the Class of 1930.

The Class of 1935 Red Malcolm Scholarship. Preference given to a descendant of the Class of 1935.

The Class of 1938 Scholarship.

The Class of 1960 Dr. Gilbert Malcolm Scholarship.

The Joel Claster Memorial Scholarship.

The Joseph and Mary Strong Clemens Scholarship. Endowed by Joseph Clemens. Awarded

to students studying for the ministry of The United Methodist Church.

The Carrie A.W. Cobb Scholarship. Endowed in memory of the Reverend Charles H. Rorer, D.D. Awarded to students preparing for the ministry.

The John O. Cockey, Jr. Memorial Scholarship. Endowed by John O. Cockey and Mrs. R.M. Sheridan.

The Moncure Daniel Conway Scholarship. Established by gift of Eleanor Conway Sawyer, granddaughter of Moncure Conway.

The Eleanor Cooper Scholarship.

The Corson Scholarships. Endowed in honor of Bishop Fred P. Corson and Frances B. Corson by the Wyoming Conference of The United Methodist Church. Awarded to United Methodist students from the Wyoming Conference.

Barbara J. Dixon Scholarship. Endowed by Mr. and Mrs. Robert Dixon in memory of their daughter, Barbara J. Dixon, Class of 1971. Preference given to an upperclassman majoring in English.

The Nathan Dodson Cortright Memorial Scholarship. Endowed by Mrs. Emma Cortright Keen. Awarded to a student preparing for the ministry.

The Mr. and Mrs. Robert B. Davies Scholarship. Awarded to United Methodist students from Schuylkill County, Pennsylvania.

The S. Adelbert Delude Scholarship. Preference given to a student from New York.

The Dickinson College Fraternity Scholarships. Endowed by the alumni of the local chapters of three national fraternities represented on campus: Kappa Sigma, Phi Kappa Sigma, and Sigma Chi. The annual income from each of these separate fraternity funds is awarded with preference given to active members of the respective fraternities. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Lucy Holt Doney Memorial Scholarship. Endowed by Jean, Hugh, and John Doney.



The Smith Ely Scholarship. Preference given to students from New York City and vicinity.

The William Schuyler Eves Memorial Scholarship. Endowed by William Schuyler Eves. Preference given to needy and worthy male students who are members of the Jenkintown (Pa.) Methodist Church. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Farmer's Trust Company Scholarship. Preference given to the son or daughter of an employee of the Farmer's Trust Company, Carlisle, Pa.

The Robert M. Ferguson, Jr. Memorial Scholarship. Endowed by Grace C. Vale.

The First Presbyterian Church, York, Pennsylvania Scholarships. Endowed by Henry Logan '10 to assist in educating qualified students from the Church or Presbytery.

The E. Harold and Florence F. Frantz Scholarship. Established by Mr. and Mrs. Frantz. Awarded to a freshman man or woman. Selection is based on evidence of sound character and intellectual promise and also on potential for service to Dickinson and the wider community.

The Freeman Scholarship. Endowed by Frank A. Freeman, Esq.

The Melville Gambrill Memorial Scholarship. To provide for young men preparing for the ministry. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Dr. and Mrs. Forney P. George Scholarships. For students demonstrating a commitment to human values and the delivery of medical services on a humanistic basis who are preparing to enter the medical professions, including dentistry.

The John Gillespie Memorial Scholarship. Endowed by Miss Kate S. Gillespie as a memorial to her father.

The M. Brandt Goodyear Scholarship.

The Edna Grace Goodyear Memorial Scholarship. Endowed by Samuel M. Goodyear, a former Trustee of the College. Preference

given to students from Carlisle, Pa.; secondly, to students from Cumberland County, Pa.; and lastly, other eligible students.

The John H. Hackenberg Scholarship. Awarded to a student preparing for the United Methodist ministry.

The Herbert G. and Nelle P. Hamme Scholarship. Preference given to foreign students studying at Dickinson College.

The Haverstick and Snavely Scholarship.

Lester S. Hecht Scholarship.

The J. Fred Heisse Scholarship. Endowed by his brother, E.W. Heisse. Preference given to pre-ministerial students from the Baltimore Conference of the United Methodist Church or other needy and worthy students.

The Honorable E. Foster Heller Scholarship. Endowed by Anna C. Halsey. Awarded to male students requiring funds to continue their Dickinson education. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

John H. Hopkins Scholarship. Endowed by the daughters of Dr. John H. Hopkins in his memory. Awarded annually to a chemistry major with an excellent academic record and financial need.

The Horn Scholarship. Endowed by J. Edward Horn.

The Bruce Hughes Scholarship.

The William Albert Hutchison Memorial Scholarship. Endowed by the Conway Hall Alumni Association. Preference given to descendants of former students of Conway Hall.

The Benjamin D. James Scholarships. Established by Mr. and Mrs. Robert J. Wise in honor of Dr. James who is Richard V.C. Watkins Professor Emeritus of Psychology and Education. During his 36 years as a member of the faculty, Dr. James also held appointments as dean of admissions and dean of students at Dickinson.

The Charles H. B. Kennedy Memorial Scholarship. Endowed by members of the "D" Club.



The Leona B. Kline and Sidney D. Kline Scholarship. Established by Sidney D. Kline of the Class of 1924 and Leona Barkalow Kline of the Class of 1927. Awarded to students who reveal a dedicated purpose in preparing themselves for constructive citizenship following the completion of their education. First preference given to students who have formally declared their intent to pursue a profession of ordained ministry in a Protestant religious denomination. Others to whom the scholarship may be awarded are students who declare an intention to pursue postgraduate level education through which they will qualify for careers as doctors of medicine, surgeons, health service specialists, or any postgraduate level which would lead to a social benefit to the economy of the public.

The David R. Sieber—Irving E. Kline—Mable Sieber Kline Scholarship.

The Creedin S. and Dorothy W. Kruger Scholarship Fund. Established by Creedin S. and Dorothy W. Kruger of the Class of 1928. Preference given to students who are residents of the Carlisle area.

The Harry D. Kruse Scholarship. Endowed in memory of Dr. Kruse, a member of the class of 1922, by his wife and sons. Awarded to students exemplifying high standards of moral conduct and displaying exceptional intellectual potential and attainment.

Lafayette Avenue Presbyterian Church, Brooklyn, New York, Scholarship. Endowed by Henry Logan '10 to assist in educating a qualified student from the Church or Presbytery.

The Merkel Landis Scholarship. Preference given to students from Carlisle, Pa.; secondly, to students from Cumberland County, Pa.; and lastly, other eligible students.





The Albanus Charles Logan Memorial Scholarship. Endowed by Maria Dickinson Logan. Preference given to a male graduate of Germantown High School. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Henry Logan Scholarships. Endowed by Henry Logan of the Class of 1910.

The George Lane Low Scholarship. Endowed by Miss Elizabeth A. Low '91, in memory of her brother, to aid deserving students, with preference to be given to students residing in Columbia County, Pennsylvania.

The John B. Lucas Scholarship. To assist a freshman student from Wilmington, Delaware. Preference given to the son or daughter of an employee of the Penn-Central Company or a former employee of the Atlas Powder Company, now a division of I.C.I. Americas, Inc.

The Richard H. McAndrews Scholarship. Endowed by the wearers of the "D" in memory of Associate Professor Emeritus R.H. McAndrews of the Department of Physical Education.

The Barbara Snyder McRea Scholarship. Endowed by a bequest from the estate of Sarah McRea Chapman Jones of the Class of 1921.

The Charles Watson McKeehan Scholarship. Endowed by Mary A. McKeehan and Charles L. McKeehan in memory of their husband and father, a Trustee of the College, 1879-95.

The Bessie McCullough Memorial Scholarship. Endowed by her husband.

The Anthony Mach Memorial Scholarship. Preference given to a student entering the final year of studies in Economics.

C.H. Masland & Sons Scholarships. Preference given to sons and daughters of employees of C.H. Masland & Sons, Carlisle, Pa. and then to residents of Carlisle or adjacent territory, and lastly to other eligible students.

The May Memorial Association Scholarship. Endowed in memory of Joseph M. and Aimee L. May. Preference given to students from the Greater New York area.

The Bishop William Vernon Middleton Scholarship. Endowed by the Claude Worthington Benedum Foundation. Preference given to students from West Virginia and Western Pennsylvania.

The Arthur Milby Scholarship. Endowed by Miss Mary R. Burton. Preference given to young men preparing for the ministry. The College makes available funds equal to the amount of this scholarship for female students eligible for financial aid.

The Theodore F. Miller Scholarship.

The William Van Axen Miller Memorial Scholarship Fund. Established in 1968 by his parents, Mr. and Mrs. Edward A. Miller.

The Roy W. Mohler Scholarship. Endowed by his former students at Jefferson Medical School and others. Given in the second semester of the senior year to that student with the greatest need who has been accepted for admission to medical school the following year.

The Monaghan Presbyterian Church, Dillsburg, Pennsylvania, Scholarships. Endowed by Henry Logan '10 to assist in educating qualified students from the Church or Presbytery.

The Thomas Montgomery Scholarship. Endowed by Colonel Robert H. Montgomery, L.L.D., in memory of his father.

The Marlin E. Olmsted Scholarships. Endowed by Mrs. Vance C. McCormick in memory of her husband, an honorary alumnus of the College.

The Charles E. Pettinos Scholarship. Endowed by the Charles E. and Joy C. Pettinos Foundation in memory of Mr. Pettinos, a former College trustee.

The Reader's Digest Foundation Scholarship.

The Ernest C. and Mima J. Reisinger Scholarship. Endowed by Reisinger Brothers, Inc., Carlisle, Pa. Preference given to residents of the Carlisle area.

The Robert F. Rich Memorial Scholarships. Endowed by Robert F. and Patti Rich and the Woolrich Woolen Mills with preference given to children of Woolrich Woolen Mills employees.



The Horace Elton Rogers Scholarship. Endowed by his friends in honor of his devoted service to his alma mater. Awarded to a student majoring in physical sciences, with preference given to young men and women majoring in chemistry.

The Howard Lane Rubendall Senior Scholarship. Established by Wheel and Chain and Omicron Delta Kappa in honor of Dr. Howard Lane Rubendall, president of the College, 1961-75. Endowed by students and friends. Awarded annually, at the discretion of the president, to a rising senior on the basis of superior academic achievement and demonstrated leadership in the college community.

The Rubendall Scholars Program. Established in 1975 in honor of Dr. Howard Lane Rubendall, president of the College, 1961-75. Endowed by friends and alumni in recognition of his commitment to students. Rubendall Scholarships are available to incoming freshmen and may be held by a student throughout his or her career at the College. Awarded on the basis of outstanding ability with first consideration to applicants who have the greatest financial need.

The Edgar H. Rue Memorial Scholarship Fund. Endowed by a friend in memory of Edgar H. Rue, Class of 1913.

The Mary Sachs Scholarship. Endowed by the trustees of the Estate of Miss Mary Sachs.

The Wilmer Wesley Salmon Scholarship. Endowed by Cora Belle Salmon in memory of her husband, a trustee of the College, 1913-31.

The Andrew C. Schaedler Foundation Scholarship. Endowed by the Andrew C. Schaedler Foundation of Steelton, Pa. Awarded annually to a student who demonstrates financial need and academic ability and who has graduated from a high school in one of the following Pennsylvania counties: Adams, Cumberland, Dauphin, Franklin, Huntingdon, Juniata, Lancaster, Lebanon, Mifflin, Northumberland, Perry, or York.

The Valerie Schall Scholarship. Preference given to students preparing for the United Methodist ministry.

The Charles T. Schoen Scholarships.

The Arnold Bishop and Mary Agnes Shaw Scholarship. Endowed by Miss Clara W. Shaw, Mrs. Bertha Shaw Nevling, Mrs. Jeanne Shaw Bailey, Calvin Bishop Shaw, and Charles M. Shaw.

The Charles M. Shope Scholarship. Endowed by a bequest from the estate of Wilda S. Shope of the Class of 1921. Awarded to students majoring in the Division of Sciences.

The Emma R. Shope Scholarship. Endowed by a bequest from the estate of Wilda S. Shope of the Class of 1921. Awarded to students majoring in the Department of English.

The Wilda S. Shope Scholarship. Endowed by a bequest from the estate of Wilda S. Shope of the Class of 1921. Awarded to students majoring in the Department of Classical Studies.

The James Ross Snowden Scholarship. Endowed by Mary T. Snowden Stansfield in memory of her father. Preference given to a student pursuing a legal career.

The Mary Ann Ocker Spital Scholarship. Preference given to a student preparing for the ministry or a related career.

The William M. Stauffer Scholarship.

The Captain John Zug Steese Scholarship. Endowed by Mrs. Anna Zug Schaeffer Steese. Given to an upperclassman who has excelled in mathematics and in service to the College.

Ruby R. Vale Scholarship. Permanently endowed scholarship from the Ruby R. Vale Foundation, established as a memorial to Ruby R. Vale, Class of 1896, who was a trustee of Dickinson College from 1917 until his death in 1961.

The Martin Van Blarcom Scholarship. Preference to be given to a resident of Westchester County, New York.

The Moses Van Campen Chapter D.A.R. Scholarship. Endowed by Miss Elizabeth A. Low. Preference given to students from Columbia County, Pa.

The Julia Van Dusen Scholarship. Endowed by Henry Logan '10. Preference given to residents of the Greater New York City area.



Edna Carol Walton Scholarship. Endowed in memory of Edna Carol Walton, who died while a student at Dickinson; established through her mother's will.

The Albert and Naomi Watson Scholarship. Preference given to a student from Carlisle.

The M. William Wedell Scholarship. Endowed by Meta Hofer in memory of her brother.

The M. Helen Lehman Whitmoyer Memorial Scholarship. Endowed by Raymond B. Whitmoyer '13 in memory of his wife.

The Ella Stickney Willey Scholarship.

The Annie Windolph Scholarship. Awarded to a student or students preparing for a career in dentistry.

The Robert J. and Joanne Hardick Wise Scholarships.

The Reverend William Wood Scholarship. Endowed by Miss Sarah Wood.

The Helen Kisner Woodward Scholarships. Endowed by Helen Kisner Woodward '08.

The Hugh B. Woodward Scholarships. Endowed by the Hugh B. Woodward '08 and Helen K. Woodward '08 Trust.

The Emmeline Matilda Van Rensselaer Yard Memorial Scholarships. Endowed by John L. Yard, in memory of his wife. Preference given to students preparing to enter the ministry.

The Blanche G. and Henry L. Yeagley Scholarship. Endowed by Dr. and Mrs. Henry L. Yeagley. Awarded to students majoring in physical sciences who demonstrate financial need, scholastic achievement, and strength of character. Preference given to students majoring in physics and astronomy.

The Charles K. Zug Memorial Scholarship. Endowed by Lemuel Towers Appold, Esq. 1882 in memory of Charles K. Zug 1880, a trustee of the College.

### **Loan Funds**

The Cornelia C. Thumm Fund.

The American Bankers Association Foundation for Education in Economics Loan Scholarship.



The Emily May Phelps Atwood Loan Fund. Established by her parents, Mr. and Mrs. Andrew H. Phelps.

The Board of Education of the United Methodist Church Student Loan Fund. For members of that Church.

The Central Pennsylvania Conference Loan Fund.

The Emergency Loan Fund. Administered by the Dean of Educational Services.

The Clara Riegel Stine Fund. Used to assist students studying for the ministry of The United Methodist Church.

The Maria Elizabeth Vale Student Self-Help Fund. Endowed by Ruby R. Vale, Esq. '98 in memory of his daughter.

The Mary A. Wilcox Memorial Fund. Endowed by A. Dorothea Wilcox.

*Students of the College may be eligible for other scholarship and loan funds which are not administered by the College. Information concerning all loan opportunities may be obtained from the director of financial aid or from the treasurer of the College.*



# Central Pennsylvania Consortium

The Central Pennsylvania Consortium (Dickinson, Franklin and Marshall, Gettysburg, and Wilson colleges) was formed in 1968 in order to provide an opportunity for exchange of educational ideas and information among faculty, administrators, and students of the cooperating institutions. Through joint action, means have been found to strengthen and broaden existing programs, and to offer a number of worthwhile cooperative programs that could not be undertaken by a single institution. Areas of cooperation include faculty development, student and faculty

exchange, an urban semester program, study abroad, a summer theatre program, specialized academic courses, library development, and administrative sharing.

Through the Central Pennsylvania Consortium, the member colleges have found a vehicle for engaging in cooperative education and research activity—loosely or tightly structured as the program demands, and without impinging upon the autonomy of any of the participating institutions—which build upon their complementary strengths while also enabling them to develop new thrusts in concert. The central office of the Central Pennsylvania Consortium is housed on the Dickinson College campus. The CPC Director is responsible to a four-member board of directors, composed of the presidents of the four consortium colleges, and works cooperatively with the Consortium Council of Academic Deans in developing programming.





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### Map legend

- |                                   |   |
|-----------------------------------|---|
| 1. Denny Hall                     | 11. Montgomery House                    |
| 2. Communications and Development | 12. Spahr Library                       |
| 3. Bernard Center                 | 13. Art Bldg.                           |
| 4. Jacob Tome Scientific Bldg.    | 14. Anita Tuvin Schlecter Auditorium    |
| 5. West College                   | 15. Kisner-Woodward Hall                |
| 6. Dana Hall of Biology           | 16. McKenney Hall                       |
| 7. Althouse Science Bldg.         | 17. Quadrangle Residence Halls          |
| 8. Bosler Hall                    | 18. Kline Life/Sports Learning Center   |
| 9. Biddle House                   | 19. Herman Bosler Biddle Athletic Field |
| 10. Holland Union Bldg.           | 20. Athletic Field                      |

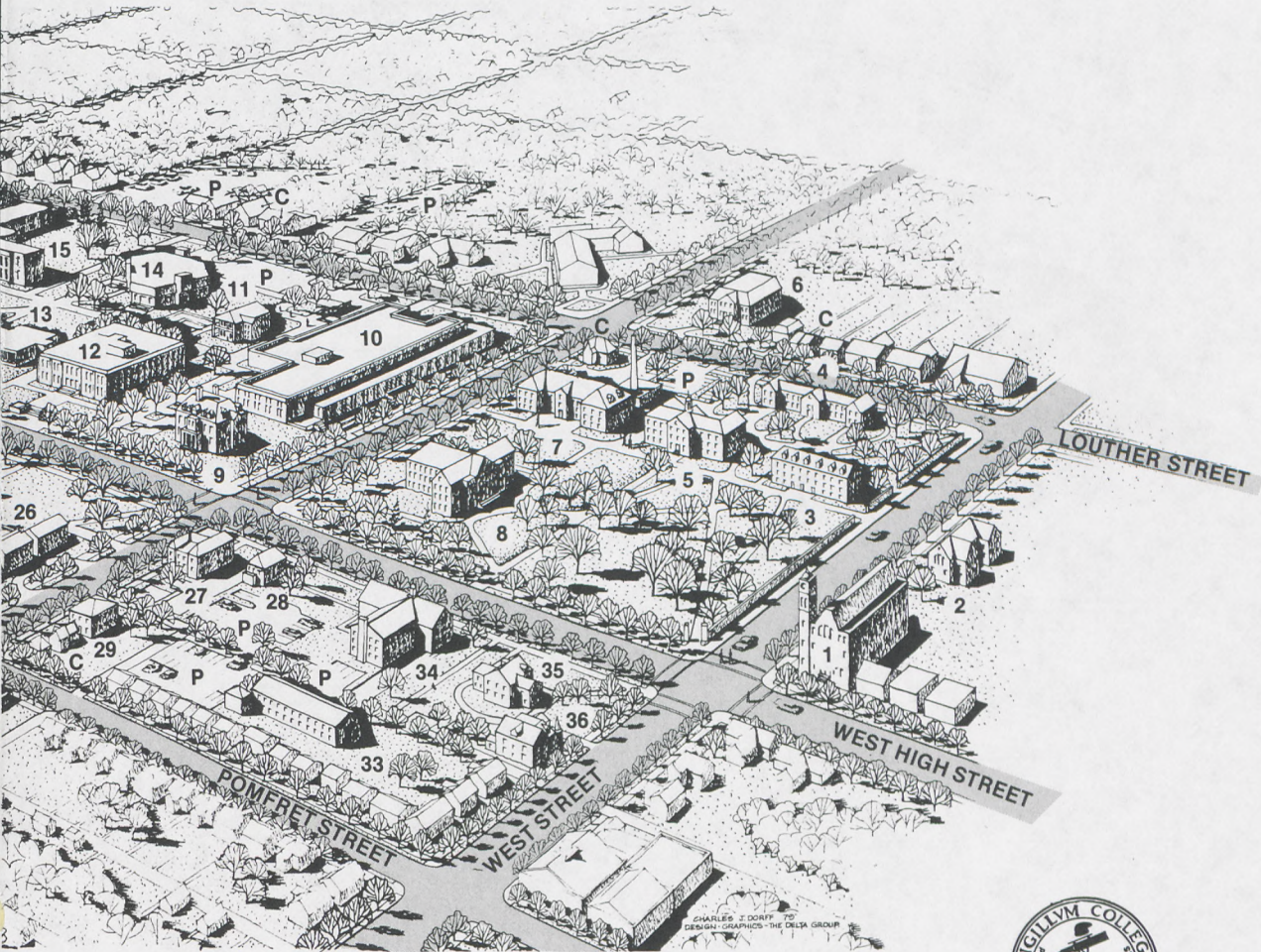


DICKINSON COLLEGE • CAMPUS MAP



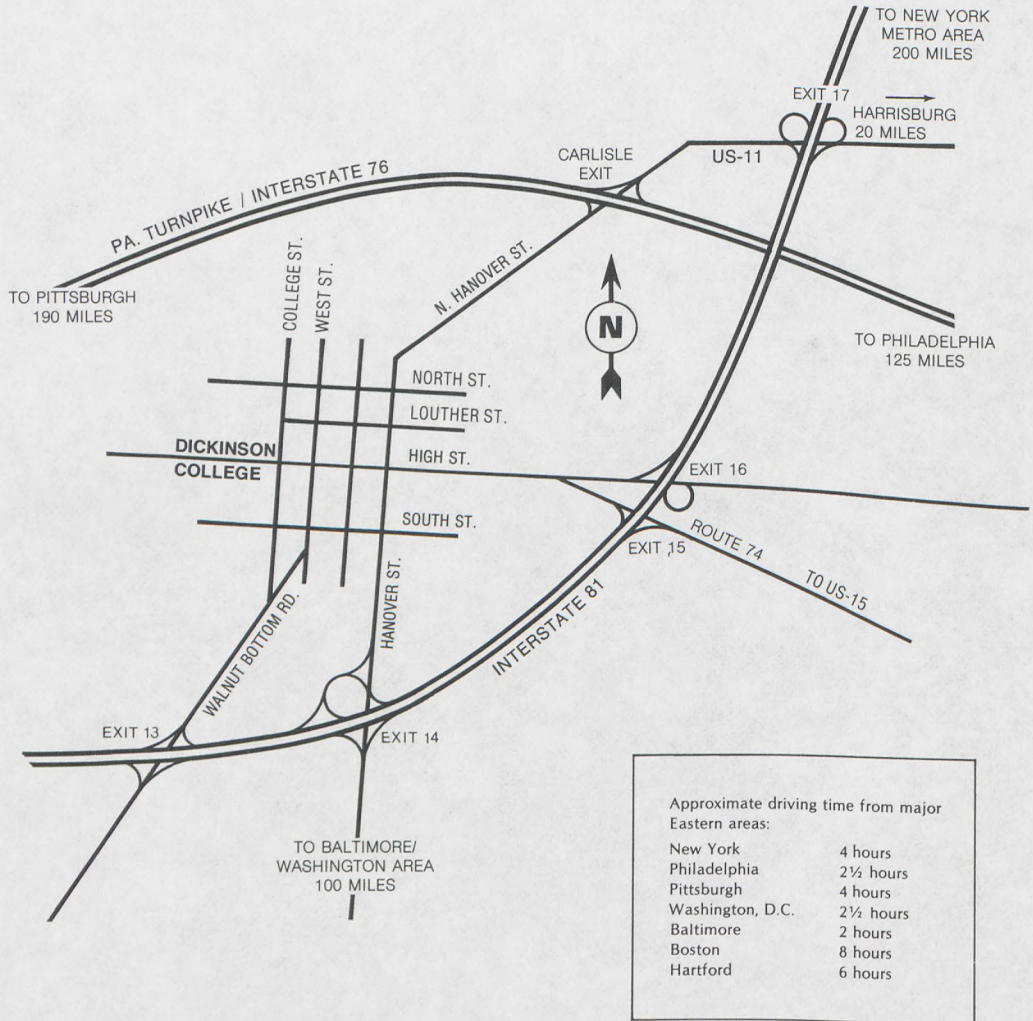
- 21. Malcolm Hall
- 22. Mathews House
- 23. Morgan Hall
- 24. Witwer Hall
- 25. Adams Hall
- 26. Drayer Hall
- 27. Admissions Bldg.
- 28. Sellers House
- 29. Todd House
- 30. Landis House

- 31. Faculty Club
- 32. Strayer House
- 33. South College-Computer Center
- 34. Proposed Art Center
- 35. President's House
- 36. Reed Hall
- P. Parking
- C. College Housing

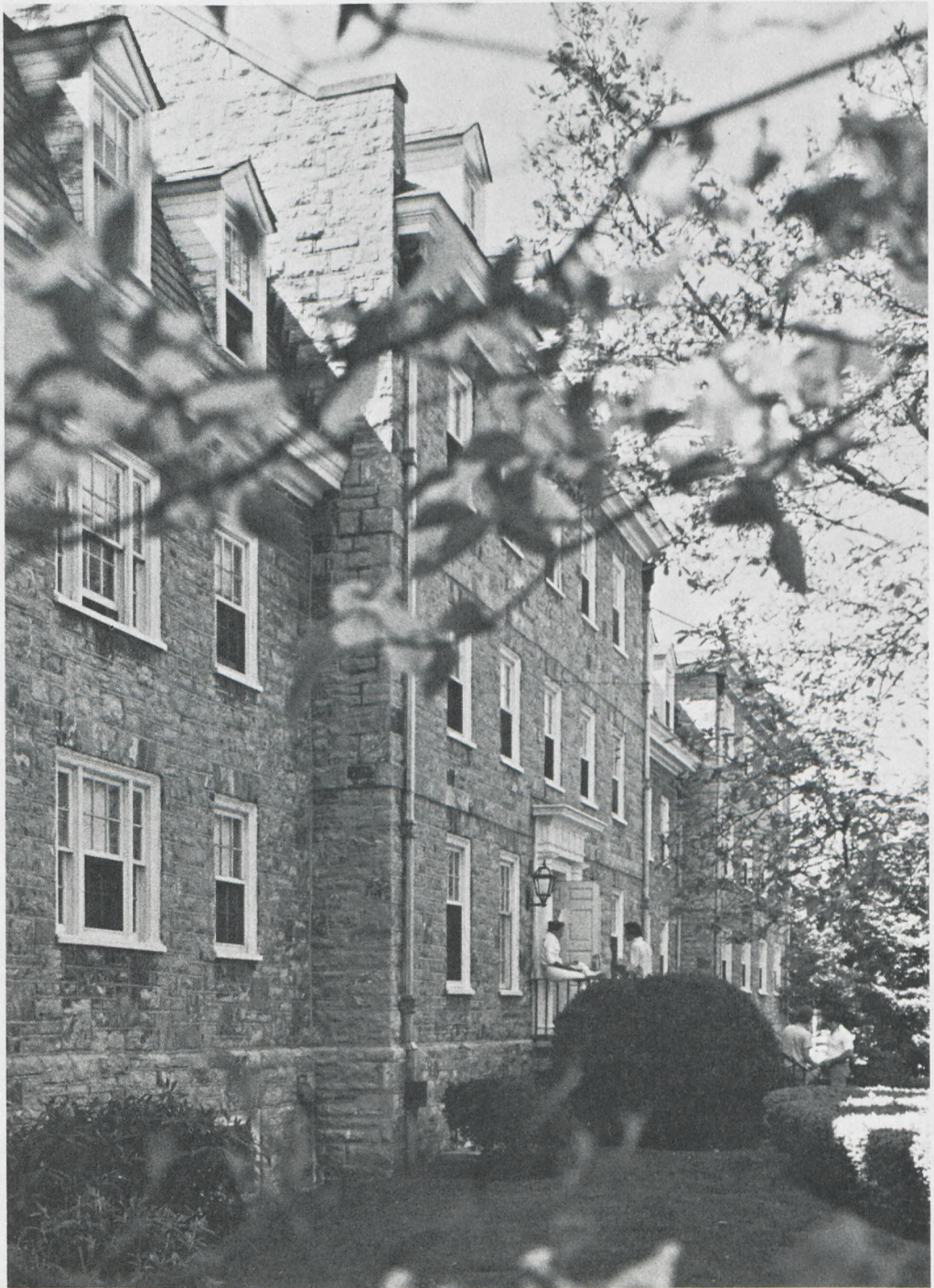




## How to Get to Dickinson College









# 1981-82 Academic Calendar

## Fall 1981 Semester

|   |  |
|---|--|
| New Student Orientation Begins                | Saturday, August 29  |
| Freshman Seminars Begin                       | Monday, August 31  |
| Registration                                  | Wednesday, September 2   |
| Convocation                                   | 7:30 p.m. — Wednesday, September 2   |
| Classes Begin                                 | Thursday, September 3  |
| Last Day to Change Schedule                   | Wednesday, September 23  |
| Last Day to Change in Level                   | Friday, October 2  |
| Roll Call                                     | Tuesday, October 20  |
| Pre-registration for the Spring 1982 Semester | Week of November 9   |
| Thanksgiving Vacation                         | 5 p.m. Friday, November 20 to<br>8 a.m. Monday, November 30                  |
| Classes End                                   | Friday, December 11  |
| Reading Period                                | Monday and Tuesday, December 14 & 15   |
| Final Examinations                            | Wednesday through Saturday, Dec. 16-19;<br>and Monday, Tuesday, Dec. 21 & 22 |
| All Grades Due                                | by NOON — Monday, January 4  |

## Spring 1982 Semester

|   |  |
|---|--|
| New Student Orientation                     | Monday, January 25   |
| Registration                                | Tuesday, January 26  |
| Classes Begin                               | Wednesday, January 27  |
| Last Day to Change Schedule                 | Tuesday, February 16   |
| Last Day to Change in Level                 | Thursday, February 25  |
| Roll Call                                   | Monday, March 15   |
| Spring Vacation                             | 5 p.m. Friday, March 19 to<br>8 a.m. Monday, March 29                      |
| Pre-registration for the Fall 1982 Semester | Week of April 5  |
| Classes End                                 | Friday, May 7  |
| Reading Period                              | Monday and Tuesday, May 10 & 11  |
| Final Examinations                          | Wednesday through Saturday, May 12-15;<br>and Monday, Tuesday, May 17 & 18 |
| Senior Grades Due                           | by NOON — Wednesday, May 19  |
| All Other Grades Due                        | by NOON — Tuesday, May 25  |
| Baccalaureate                               | 10:30 a.m. Sunday, May 23  |
| Commencement                                | 3:00 p.m. Sunday, May 23   |









**DICKINSON COLLEGE**  
Carlisle, PA 17013  
Founded 1773  
Coed, liberal arts  
Independent  
1,700 enrollment  
1981-1982